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ABSTRACT

Ten of the twenty Education Service Centers (ESC) that provide instructional and technical services to the local school districts in Texas were asked to participate in a project designed to demonstrate infusion and management techniques in career education. Activities were accomplished under the following objectives: (1) establish the transportability of the curriculum-writing process utilized during the project's first year by developing, in a two-day workshop, the level of competence necessary for participating personnel to train teachers in their respective regions; (2) generate at least one infused career education learning module for each teacher participating in a series of workshops held in ten ESC regions (a total of 615 modules were written, 86% of which met or exceeded the established criteria for utility); (3) develop a two-day workshop to train ESC career education coordinators and instructional coordinators in techniques to implement career education at the local education agency level (training and interim consultation were rated as excellent); (4) determine the efficacy of sample learning modules by testing these modules in a demonstration school and by measuring student development prior to and during instruction (substantial student gains were indicated); (5) disseminate the infused career education learning modules; and (6) coordinate the activities of all organizations and agencies involved in the project so that objectives and activities can be efficiently identified, planned, and implemented. (BM)

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TEXAS SYSTEM FOR INCREMENTAL QUALITY INCREASE

1976-77

FINAL REPORT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 019 287

Funded by the United States Office of Education
to
The Texas Education Agency

CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORT

1. Project No.: 554AH60247	2. Grant No.: 300760332	3. Nature of Report: ___ Semi-Annual _X_ Final

4. Project Title: Texas System for Incremental Quality Increase (TSIQI)	5. Period Covered By this Report: From: July 1, 1976 To: June 30, 1977

6. Category of Project (as specified in 45 CFR 160d.5 and 160d.11)

_X_ Incremental ___ Settings ___ Populations ___ Training

___ Communications ___ State

7. Name of Project Director: Mary Martha Hackley	8. Name and Address of Grantee/Assistance Contractor Institution Texas Education Agency 201 East 11th Street Austin, Texas 78701 (512) 475-4291

OMB NO. 80-R0180

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: Dept. of H.E.W., Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: 554 AH 60247

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Education Service Center XIII
7703 North Lamar
Austin, TX 78703

4. EMPLOYER IDENTIFICATION NO.: 74-1590220

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: 407/431

6. FINAL REPORT: ☒ YES ☐ NO

7. BASIS OF REPORT: ☒ CASH ☐ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 07 01 76 TO 06 30 77

9. REPORT PERIOD (Month, Day, Year): FROM 01 01 77 TO 06 30 77

10. STATUS OF FUNDS — PROGRAMS - FUNCTIONS - ACTIVITIES

	(1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	73,281.52						73,281.52
b. Total program outlays this period	73,809.03						73,809.03
c. LESS: Program income credits	-0-						-0-
d. Net program outlays this period	73,809.03						73,809.03
e. Total program outlays to date	147,090.55						147,090.55
f. LESS: Non-Federal share of program outlays	-0-						-0-
g. Total Federal share of program outlays	147,090.55						147,090.55
h. Total unpaid obligations	-0-						-0-
i. LESS: Non-Federal share of unpaid obligations	-0-						-0-
j. Federal share of unpaid obligations	-0-						-0-
k. Total Federal share of outlays and unpaid obligations	147,090.55						147,090.55
l. Total Federal funds authorized	150,000.00						150,000.00
m. Unobligated balance of Federal funds	2,909.45						2,909.45

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
☐ PROVISIONAL ☒ FINAL
☒ PREDETERMINED ☒ FIXED

b. RATE: 6.516%
c. BASE: 138,092.55
d. TOTAL AMOUNT: 8998.00
e. FEDERAL SHARE: 8,998.00

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME: James R. Johnson
TITLE: Dir. of Fiscal Affairs
TELEPHONE: AREA CODE 512 NUMBER 458-9131 EXT. 23

SIGNATURE OF AUTHORIZED OFFICIAL: James R Johnson
DATE REPORT IS SUBMITTED: 9/2/77

HEW-401T

Career Education Program
Project Performance Report Narrative

TABLE OF CONTENTS

9. MAJOR ACTIVITIES 1

Introduction 1

Transportability of Curriculum Writing Process 3

Generation of Career Education Learning Modules 4

Development of Implementation Training Workshop 5

Efficacy of Sample Learning Modules 7

Dissemination of Learning Modules 8

Coordination of Activities 9

Ancillary Activities 10

10. PROJECT PARTICIPANT SUMMARY 11

11. EVALUATION DESIGN 12

Objective 1.0 12

1.1 Evaluation of Workshop Materials by Education Service Center Leaders 13

1.2 Evaluation of Workshop Training by Education Service Center Leaders 13

1.3 Evaluation of the Workshop Process by Participants 15

1.3(a) Participant Background Information 16

1.3(b) Previous Experience with Career Education 16

1.3(c) Initial Participant Attitudes Toward Career Education 17

1.3(d) Evaluation of Workshop Activities 19

1.3(e) Post Workshop Attitudes Toward Career Education 20

1.4 Professional Review of Workshop Transportability 23

1.5. Follow-Up Evaluation of Workshop Process by Education Service Center Leaders 28

Objective 2.0 30

2.1 Modules Produced by Workshop Participants 30

2.2 Critique of Modules 31

Objective 3.0 33

3.1 Evaluation Activities Regarding Management/ Implementation Training Sessions 33

3.2 Management/Implementation Materials Evaluation 35

3.3 ESC Team Activities Between Training Sessions 38

3.4 Adaptation and Use of the Management/ Implementation Training Materials 39

3.5 Follow-up Training Session Evaluation 40

3.6 Summary Evaluation Comments Regarding Use of the Management/Implementation Model 41

Objective 4.0 43

4.1 Evaluation Activities Regarding Student Level Evaluation of the Infused Curriculum Writing Process 43

4.1(a) Introduction 44

4.1(b) Background Information: TSIQI Project 44

4.1(c) Background Information: Career Education in the Fort Worth Independent School District 45

4.1(d) Major Assumptions Underlying the Study of the Efficacy of Teacher Developed Learning Modules 47

4.1(e) Selection of Participants 47

4.1(f) Selection of Basic Learner Outcomes 48

4.1(g) Staff Development of Participants 49

4.1(h) Pre/Post Test Instruments 49

4.1(i) Data Analysis 51

4.1(j) Findings 53

4.1(k) Summary and Conclusions 54

Objectives 5.0 and 6.0 55

5.1, 6.1 Dissemination and Coordination Activities . . . 55

Ancillary Benefits 55

(1) Infused Career Education Curriculum Writing Workshops 56

(2) Cost Effectiveness 57

(3) Management/Implementation Team Training 58

(4) Drug Education Coordinators Meeting Evaluations 58

12. ANTICIPATED CHANGES AND/OR PROBLEMS 60

13. DISSEMINATION ACTIVITIES 61

14. SPECIAL ACTIVITIES 64

15. REPORT ABSTRACT 65

LIST OF TABLES

Table 1 51

Table 2 52

Table 3 52

Table 4 53

LIST OF APPENDICES

APPENDIX A
Regional Map of Areas Participating in the Curriculum Writing Workshop 70

APPENDIX B
Curriculum Writing Workshop Schedule 72

APPENDIX C
Education Service Center Curriculum Writing Workshop Leader's Interview 74

APPENDIX D
Attendance of Participants by Region 90

APPENDIX E
Career Education Learning Activity Modules Written During Project by Subject Area and Grade Level 92

APPENDIX F
Review of Leader's Guide by ESC Workshop Leaders 94

APPENDIX G
Summary of Responses Evaluation of ESC Planning Session by ESC Workshop Leaders 103

APPENDIX H
Questionnaires Used in Workshops 106

APPENDIX I
Background and Evaluation Responses by 1976-77 Project Participants 116

APPENDIX J
Comparison of 1975-76 and 1976-77 Workshop Evaluation Responses by Participants 124

APPENDICES cont.

APPENDIX K
Follow-Up Interview with ESC Workshop Leaders 132

APPENDIX L
Evaluation of Team in Region XVII Career Oriented Education Management/ Implementation Model 137

APPENDIX M
Evaluation of Region XVII Career Oriented Education Guide 140

APPENDIX N
Follow-Up Adaptation and Use of the Region XVII Career Oriented Education Management/Implementation Team Model 143

APPENDIX O
Evaluation of Region XVII Career Oriented Education Follow-Up Training 148

APPENDIX P
Fort Worth ISD Career Education Staff Development Project and Examples of Infused Modules Produced 154

APPENDIX Q
Evaluation of Crime Prevention and Drug Education Infusion Workshop 161

9. MAJOR ACTIVITIES:

Introduction

To fully understand the major activities of the project, it is desirable to have an overview of the setting in which the project sought to demonstrate exemplary career education activities. Texas has 20 separate education service centers (ESCs) that provide instructional and technical services to school districts. The ESCs are largely autonomous of the Texas Education Agency (TEA) and are not TEA "branch offices." The staff size of the ESCs varies considerably depending upon the number of schools in the region and the programmatic emphases of each center. As a result, programs implemented through the ESCs must be flexible enough to adapt to the capabilities and philosophies of the various service centers.

Texas has 1116 local education agencies (LEAs) or school districts. LEAs are autonomous to the extent that local school boards set local school district policies. Unless mandated by law, LEAs are free to chose programs and procedures that they feel best meet the needs of their own students, and the needs of students vary widely across the state. Texas has large urban and suburban districts as well as isolated rural areas, industrialized areas in contrast to farming communities, and several areas where Spanish speaking students are numerous. These contrasts require educational programs that are adaptable and broad in scope.

To implement the staff development process developed during last year's project (FY 76), ten ESCs were contacted and asked to provide staff to be trained to train teachers in the infusion of career education into regular curriculum. Not all of the ESCs had career education program coordinators, but all were able to furnish staff to be trained with continuing responsibility for career education. These ESC staff were regularly employed and available at the ESC level. Some participated in last year's workshops as assistants to the workshop leaders provided by the project. They will provide services to LEAs in the area of career education infusion techniques even after the USOE project is completed. By training these individuals, the project not only demonstrated exemplary infusion techniques in career education, but also improved the longer range capabilities of the ESCs to respond to LEA needs in career education.

Finally, the major activities of the project should be viewed in terms of the constraints and resources available to the project. One significant constraint was the lack of any legislative mandate or funds for career education. This constraint is partially off-set by the fact that career education is a top State Board of Education priority area and has the full support of the Texas Education Agency. The autonomy of the ESCs acts as a constraint in that acceptance of suggested programs is voluntary. The project's success last year and the perceived quality of the project's materials and process were valuable in obtaining ESC participation again this year. In addition, the project was able to rely on the expertise of Partners in Career Education, a consortium formed to develop materials and processes for implementing career education, and the support of TEA--both valuable in developing interest in career education. Given this setting, the following major activities of the project were carried out to demonstrate infusion and management techniques in career education. The major activities accomplished are listed under each objective of the project.

1.0 To establish the transportability of the curriculum writing process utilized during the first year of the project by developing, in a two-day training session, the level of competence necessary for participating personnel from ten education service center regions to train teachers in their respective regions to infuse career education concepts into existing curriculum.

1.1 TSIQI contracted with Partners in Career Education to provide a Leader's Guide, Participant's Manual, and other related multi-media materials for curriculum writing workshops based on the process proven effective during the first year of the project.

1.2 As materials were being finalized, the project director reviewed them for content and technical quality.

1.3 Ten education service centers were chosen to participate in the curriculum writing workshops (see Appendix A for regional representation).

1.4 Partners in Career Education conducted a two-day training session, September 21-22, for personnel from the ten education service centers. Participants were instructed in procedures utilized in workshops during 1975-76. The Leader's Guide and accompanying materials were provided. Special activities were highlighted as being extremely important to successful workshops. Dates for each regional workshop were established.

1.5 From October 13 to December 15 curriculum writing workshops were conducted in the education service centers with approximately 50 teachers participating in each region (see Appendix B for workshop schedule).

1.6 The project director monitored every workshop and collected pre- and post-workshop evaluation forms. In addition, the project director conducted post-workshop interviews with regional personnel in order to determine needed revisions in content and/or format of workshop materials utilized by both leaders and participants (interview responses are presented in Appendix C).

1.7 From January 15 to May 15 the project director and project evaluator reviewed and edited the revisions of the workshop Leader's Guide and Participant's Manual.

1.8 The project director conducted follow-up interviews from May 16 to May 20, 1977, with fall workshop leaders to determine the extent to which the staff development activities had been used or were planned to be used.

2.0 To generate at least one infused career education learning module for each teacher participating in a series of workshops to be held in ten education service center regions. Fifty percent of the modules thus produced will meet previously established criteria of usability in the classroom

2.1 Each education service center requested fifty teachers for participation in two-day curriculum writing workshops. Nine service centers asked the superintendents to send teachers of their choice, while one service center requested specific teachers by name. There was a total of 499 participants from the ten regions (see Appendix D for attendance distribution).

2.2 Participants in the workshops were requested to produce one infused career education learning module and were encouraged to complete more than one as time allowed. A total of 615 modules were written (see Appendix E for distribution of modules by grade level and subject matter area).

2.3 Special arrangements were made with Partners in Career Education as part of their contract to provide an outside consultant who evaluated the usability of modules using the same criteria for classroom usability as were used last year.

3.0 To develop a two-day workshop to train education service center career education coordinators and instructional coordinators in techniques to implement career education at the local education agency level.

3.1 The project staff met with Region XVII Education Service Center staff on September 23, 1976. The purpose of this meeting was to discuss the possibility of Region XVII providing training for other education service center personnel in a management/implementation process which has undergone state validation in the past two years.

3.2 From September 23 to December 1, negotiation continued between TSIQI staff and Region XVII staff as to costs, development and revision of materials, and availability of training.

3.3 On December 1, 1977, a contract was signed between the two parties. The contract stipulated that Region XVII would provide training and materials for a maximum of five education service center teams. Not more than five service centers could be trained due to limited TSIQI project funds.

3.4 After all twenty education service centers had been advised of the possibility of management/implementation technique training, eight regions submitted formal applications. Five were chosen to participate on the basis of the following criteria:

(a) Preference was given to teams chaired by the education service center Executive Director (or other top-level administrator with authority of the Executive Director),

(b) Preference was given to teams indicating possibility of working with local education agency teams this spring,

(c) All other factors being equal, consideration was given to geographical representation.

Four of the regions selected had top-level commitment while the fifth region indicated a strong possibility of working with at least one local education agency this spring (see Appendix A for regional distribution).

3.5 The two-day training session for the five education service center teams was conducted February 7-8, 1977, by Region XVII staff. The project director and evaluator attended.

3.6 The five education service center teams received consultation, as requested, from Region XVII staff and project staff from February 8 to May 2. Use and adaptations of the model by the education service center teams were documented by Region XVII staff and project staff.

3.7 The follow-up session for the five education service center teams was conducted on May 2, 1977, by Region XVII staff.

4.0 To determine the efficacy of sample learning modules developed by the project's teacher training methodology by testing the modules in a demonstration school(s) and by measurement of student development prior to and during instruction.

4.1 TSIQI contracted with Partners in Career Education to conduct the study in demonstration sites. Partners contacted Mr. Don Taylor, Career Education Coordinator for the Fort Worth Independent School District, who agreed to sponsor the study. The Fort Worth District had previously conducted a needs assessment utilizing the Career Education Measurement Series and established priorities of needs. The identified career education needs were then distributed by subject matter areas to be addressed through the infusion of the Basic Learner Outcomes for Career Education into the curriculum. Mr. Crawford Johnson, Program Director of Mathematics, and Dr. Sara Jones, Program Director of Science, selected teachers to participate in the demonstration study. Ten middle school mathematics teachers and ten high school science teachers representing nineteen campuses in Fort Worth were selected. Based upon the needs assessment data, six basic learner outcomes (three for each discipline) were identified to be infused during the study.

4.2 Partners in Career Education conducted four days of staff development (December 7 and 8 and December 14 and 15). During the workshops the teachers were trained in the TSIQI infused curriculum writing process. Sample learning modules relating to their subject matters and assigned outcomes were provided, and the teachers wrote additional learning modules.

4.3 The teachers were provided with pre- and posttest materials appropriate to the basic learner outcomes. The test items were compiled from items in the Career Education Measurement Series, developed in Texas for assessment of student attainment of career education learner outcomes.

4.4 Pretesting was done the week of January 3, and posttesting was completed in March, with the instruction in the interim.

4.5 Data analysis was conducted by Partners in Career Education staff following the posttesting.

4.6 The Partners in Career Education staff, along with the project evaluator, prepared the narrative of evaluation results.

5.0 To disseminate the learning modules generated during each of the ten workshops to the workshop participants, Partners in Career Education, and to other appropriate individuals and/or institutions.

5.1 All modules produced at the regional workshops were collected by the project director.

5.2 The modules were delivered to Partners in Career Education for typing and possible inclusion in their learning system.

5.3 One copy of each typed module was retained by TSIQI staff and another was forwarded to the respective education service center.

5.4 Education service center personnel disseminated modules to participants. Some participants received copies of all modules written in that regional workshop while others received only those modules written in the participant's subject matter area and/or grade level.

6.0 To coordinate activities of Partners in Career Education, Education service centers, Texas Education Agency, planning/media consultant, and others who have contact with the project, so that objectives and activities may be efficiently identified, planned, and implemented.

- 6.1 The project director met several times with Partners in Career Education staff during development of workshop materials.
- 6.2 The project staff scheduled the two-day training of education service center personnel by Partners staff while in consultation with both parties.
- 6.3 The project staff assisted Partners staff in planning the training session.
- 6.4 The project staff negotiated with education service center personnel to prepare the workshop schedule.
- 6.5 The project staff maintained continuous contact with education service center personnel regarding preparation for workshops.
- 6.6 The project staff met with the Director of the Career Education Division, Texas Education Agency, to inform him of project progress and to consult with him regarding future project activities.
- 6.7 The project staff met and/or talked with Region XVII Education Service Center staff on several occasions while negotiating management/implementation technique training. Although Region XVII was totally responsible for the training, the project staff assisted with local arrangements and technical equipment.

6.8 The project evaluator prepared and presented the collection of suggested revisions of the workshop process and materials to Partners in Career Education.

6.9 The project director spent eight days with Partners staff assisting them in determining final content and format of workshop materials.

6.10 The project staff reviewed and edited all drafts and the final copy of the revisions made in the staff development Leader's Guide and Participant's Manual.

Ancillary Activities

1. The project director conducted a one-day session with TEA social studies staff to train them in use of the curriculum infusion process.
2. The project director conducted a one-day workshop on March 16 with regional drug education and crime prevention coordinators to demonstrate the curriculum infusion process and resulting learning modules.
3. The project director made formal presentations of the curriculum infusion process materials at five regional State Plan for Career Education conferences during April and May, 1977.
4. The curriculum infusion process was presented by the project director to three groups of student teachers at Tarleton State University on May 12.

10. PARTICIPANT SUMMARY

11

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/NEGRO (3)	CAUCASIAN/WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS	-0-	-0-	16	383	36	435				97	343
Counselors/Other	-0-	-0-	2	17	-0-	19				9	11
ADMINISTRATORS	1	-0-	1	20	1	23				5	18
MEMBERS OF THE BUSINESS/LABOR/INDUSTRY COMMUNITY	N/A	N/A	N/A	N/A	N/A	N/A					
PARENTS	N/A	N/A	N/A	N/A	N/A	N/A					
OTHER (specify)	N/A	N/A	N/A	N/A	N/A	N/A					
TOTAL	1	-0-	19	420	37	477*					

OE FORM 467, 2/76

* 6 workshop participants completing workshop evaluation forms failed to identify their race/ethnicity.

11. EVALUATION DESIGN

The internal evaluation activities focused on the establishment of the transportability of a process for instructing teachers to infuse career education into their curriculums and strategies for managing districtwide infusion of career education. During the first year of the project, 1975-76, the process of infusing career education was developed and refined, but was delivered primarily through special, professional staff with expertise in conducting workshops and working with classroom teachers. An objective of the second year was to deliver a successful infusion process primarily through professional staff regularly available in ten of the state's 20 education service centers. The transportability of the process is examined in terms of (1) evaluation of workshop leader training, (2) evaluation of workshop materials including leader's and participant's guides and multimedia materials, (3) evaluation of the workshop process by participants, and (4) evaluation of the products, or infused curriculum modules, produced at the workshops. Finally, the proposed management system for infusion of career education in all classes was reviewed by the project staff as well as the ESC recipients. Evaluation activities and conclusions are presented below in relation to each project objective.

Objective 1.0

To establish the transportability of the curriculum writing process utilized during the first year of the project by developing, in a two-day training session, the level of competence necessary for participating personnel from ten education service center regions to train teachers in their respective regions to infuse career education concepts into existing curriculum.

1.1 Evaluation of Workshop Materials by Education Service Center Leaders

A planning/training session was held September 21-22nd to introduce career education coordinators and their assisting staff to the process and materials for writing infused career education materials. The 13 participants represented nine of the ten ESCs participating in the curriculum writing workshop phase of the project. Training was individually provided for the service center not represented. During the session, participants reviewed the workshop materials and rated the Leader's Guide (see Appendix F).

Ratings of the Leader's Guide indicated satisfaction with the workshop instructions and objectives. In conjunction with the explanations and demonstrations given during the two-day training session, the materials appeared to be adequate. The only indication of dissatisfaction concerned not having enough time to review the Leader's Guide during the session. These responses served as first impressions of the materials and as a check on any sections that were unusually unclear or confusing.

1.2 Evaluation of Workshop Training by Education Service Center Leaders

Responses to the planning session evaluation form indicated that participants uniformly rated the training as beneficial and adequate (see Appendix G). Although 7 of the 13 attending the session had not participated in the project's workshops last year, none expected to have difficulty preparing for or conducting their workshops. None expected to modify the workshop very much to adapt to his/her particular situation. The session was conducted in an informal, relaxed atmosphere and all rated the planning/training session leaders, the Partners in Career Education staff and the project director, as excellent.

The ratings of adequacy of the training was influenced to some extent by the fact that almost all of those attending were familiar with career education and its development in Texas. Half had participated in TSIQI curriculum writing workshops last year and were therefore better able to quickly comprehend the workshop materials and procedures. This was illustrated by the wide range in the number of hours workshop preparation was expected to take (from 2 to 48 hours). Those new to the project this year tended to estimate greater time requirements as would be expected.

The materials and training session evaluation were supplemented by responses from service center leaders in post-workshop interviews with the project director. Each was asked to rate the September 21-22nd training session again in terms of its adequacy. The responses ranged from "felt the session was not really necessary" to "just right" to "seemed too much too quick." The differentiating factor seemed to be previous experience. Those new to the project needed more time to become familiar with the materials. A great deal of individual consulting was done by the project director, in this regard, between the training session and the workshops. Almost all of the service center leaders commented in the post-workshop interview that more extensive training would have been needed for a beginning workshop leader.

It was concluded that a more extensive planning/training session might be needed for those generally less familiar with the basic premises of the curriculum writing workshop (i.e., the Basic Learner Outcomes for Career Education, the concept of infusion, or the curriculum writing format). The Leader's Guide, Participant's Manual, and the accompanying materials, however, were easily transported to the participants in this first attempt to train service center workshop leaders.

1.3 Evaluation of the Workshop Process by Participants

Using evaluation forms similar to last year's, information was obtained from participants prior to the workshops including background information and initial attitudes toward career education. Workshop evaluations and post-workshop attitudes toward career education were obtained at the end of the two-day sessions. Copies of the questionnaires are provided in Appendix H. Of the 499 workshop participants, 483 or 97% completed the evaluation forms.

The following information was obtained from the two participant evaluation forms. Since initial attitudes and previous career education experience could affect participant's responses to workshop activities, these were identified and used to describe the recipients of the transportable process. Transportability in terms of participant workshop evaluation is then discussed. A more complete review of the percentages and number of responses may be obtained by examining Appendix I. Appendix J compares the percentage of responses obtained this year to those obtained in last year's workshops.

1.3(a) Participant Background Information

The 499 participants were selected from 176 school districts across the state by the ten ESCs in the project. The map in Appendix A depicts the regional representation. The participants represented all grades, K through 12, and most subject matter areas. Ninety-two percent (N=442) of the participants were classroom teachers, with 39% (N=187) teaching grades K-6, 24% (N=116) in junior high schools, and 29% (N=139) in high schools. Although a large number of participants, (33%, N=162) were language arts or English teachers, other areas were represented in proportions similar to those obtained last year (see Appendix J). The service centers did assemble participants who represented a broad cross-section of grade levels and subject matter areas across the state.

1.3(b) Previous Experience with Career Education

The service center leaders were advised that teachers attending curriculum writing workshops last year would probably not benefit from coming again this year. The effort to obtain new teachers resulted in 94% (N=448) who did not attend last year. Responses to the background information questionnaire indicated that the participants were largely unfamiliar with the scope of career education concepts, but had had some exposure to it. This year's participants tended to be less knowledgeable about career education than those attending last year. In selecting teachers, the service centers were successful in recruiting those who could benefit from the presentation of basic career education principles, an introduction to the infusion process, and a review of curriculum writing techniques.

Responses to the background information form established that 60% (N=285) of the participants had no previous career education training. Most of those who reported some training experience had attended only one training session. Sixty-one percent (N=289) of the participants, however, reported using career education materials or experiences previously. Only one-third (32%, N=149) had developed such materials themselves. The participants tended to feel that they were about the same as most teachers in their knowledge and use of career education concepts. Forty-five percent (N=140) of those who reported career education being taught in their schools now said it was up to individual teachers to incorporate career education as they felt appropriate. These responses illustrated that the participants generally lacked formal training or staff development experiences in career education but had made some efforts to use career education materials in their own classrooms.

1.3(c) Initial Participant Attitudes Toward Career Education

The participants tended to have initially favorable attitudes toward career education although many lacked a clear understanding of basic career education principles (see Appendix I). Comparing themselves with other teachers, 87% (N=417) felt they had favorable or very favorable attitudes toward career education. Most could appropriately define career education. Seventy-three percent (N=344) recognized that career education addressed career opportunity awareness, self-awareness in relation to career choice, and vocational and technical skills development.

Information concerning initial understanding of the infusion of career education in all grade and subject matter areas was obtained. The most clearly understood point was that career education concepts should be emphasized in all subject matter areas; eighty-three percent (N=389) supported this position. The greatest disagreement appeared to involve appropriate grade level. Only 45% (N=211) initially recognized the need to infuse career education concepts at all grade levels. About two-thirds of the participants understood that infusion of career education : (1) should be as part of regular classroom curriculum and not restricted to special "career awareness" or vocational education classes (66%, N=306); (2) should be a responsibility of all teachers regardless of grade level or subject taught (61%, N=290); (3) could result in improved academic skills of students (68%, N=319); and (4) should be a part of the classroom teacher's responsibility, as opposed to being primarily the responsibility of parents, guidance counselors, and others (62%, N=277). The responses indicated that the participants had some understanding of the infusion of career education but would benefit from exploration of the infusion process and its implications.

An essential part of infusing career education is the understanding and use of a career oriented learner outcome. Texas has developed such learner outcomes, and some of the workshop activities were designed to familiarize participants with these and their relationship to the infusion process. Background information indicated that 91% (N=409) of the participants favored the use of learner or behavioral objectives in their teaching, but 58% (N=273) were not at all familiar with the Basic Learner Outcomes for Career Education used to infuse career education in Texas. Lack of knowledge of the Basic Learner Outcomes for Career Education had to be improved before other workshop objectives could be met. As was found last year, this was the weakest area of initial experience or attitude toward career education.

1.3(d) Evaluation of Workshop Activities

At the end of the two-day workshop, participants completed a workshop evaluation designed to review the content, format, and leadership of the workshop. Responses were compared to those obtained last year (see Appendix J) in an effort to establish how well the process had been transported to service center leaders. On almost all criteria, the service center workshops were rated as well or better than were the workshops presented last year.

Eighty-nine percent (N=405) of the participants, as compared to 88% (N=405) last year, rated the workshop overall as above average. The management of materials during the workshops was rated as adequate to excellent. Materials and instructions for conducting each activity were provided as part of the transportable workshop package. This organization of materials contributed to the better ratings obtained this year (85%, N=403) as compared to last year (71%, N=330). The pacing of activities was somewhat better than last year, with fewer participants feeling that the module writing on the second day was presented too fast. These responses support the conclusion that the materials, training, and consulting available this year successfully transported the infusion process to service center staff for delivery to teachers.

The workshop objective this year was provided in writing in both the Leader's and Participant's Guides. As a result, 91% (N=429) of the participants stated that the objective of the workshop was very clear. Only 74% (N=346) gave this response last year. There was also less concern with the game-type format of some of the activities. Perhaps the written clarification of the benefits of each activity in the Participant Manual helped make game-type activities more meaningful.

Ninety-five percent (N=311) of the participants rated the workshop leadership as above average or excellent. This compares to 95% (N=298) obtained last year. The workshop leaders were regular service center staff. Some also had assistants who were participating teachers last year. The project director assisted as a workshop leader when requested. The quality of the presenters was maintained in the transfer of responsibility.

In terms of workshop activities, the participants this year were asked to indicate which activities they felt were most usable in infusing career education into their classrooms. The Newspaper

Game, designed to illustrate the Basic Learner Outcomes for Career Education categories through use of items found in the newspaper, was named most often. The activity illustrating classroom use of resource persons was cited next. In open-ended comments, participants named these two activities as well as module writing most often as the most liked ones.

The module writing process was designed to get each participant to personally attempt to infuse career education into his or her own curriculum. Preparation for this process and the format used must be clearly explained for quality modules to be written. The participants felt that the preparation was above average (36%, N=169) to excellent (52%, N=248). Ninety-eight percent (N=464) found the module writing format to be appropriate. Only 20% (N=91) had difficulty writing at least one module during the workshop.

The quality of the module writing process can also be evaluated in terms of the participant's interest in using the module produced and in writing other modules for his own curriculum. Ninety percent (N=412) reported that they would probably write other infused career education modules. Eighty-four percent (N=398) indicated they would use the module they had written. This was 5% less than those saying they would use their module last year. Participants this year were not influenced by the expectation of a follow-up workshop as were those last year, but still indicated an interest in infusing career education.

The workshop evaluations indicated that the process was successfully transported to the service centers. Responses tended to be as positive as last year or more so. The negative comments from participant open-ended responses did not indicate consistent displeasure with any one activity. As would be expected with ten different leadership styles, the strong and weak points of the workshop varied, but the process overall was successfully presented.

1.3(e) Post Workshop Attitudes Toward Career Education

Since the workshop activities each had specific benefits for participants in terms of increasing awareness of career education concepts and understanding of infused career education curriculum, changes in participant attitudes toward career education during the two-day workshop were noted (see Appendix I). In general, already favorable attitudes toward career education were made more positive and greater understanding of career education and infusion was achieved. In comparison to last year's participants, respondents tended to have slightly less awareness of career education initially but tended to progress more in their understanding of career education and its infusion into regular curriculum.

By the end of the workshop, 90% (N=421) of the participants recognized the need to teach career education principles as part of regular classroom curriculum (66% initially), and 96% (N=456) agreed with the emphasis of career education in all subject matter curriculums (initially 83%). The largest shift in percentage was from 45% (N=211) to 74% (N=347) with respect to teaching career education in all grade levels. Also of note was the shift from 62% (N=277) to 81% (N=371) of the participants believing that teachers have a primary responsibility for conveying career education to students. Only 13% (N=61) of the participants felt they would have difficulty in explaining the infusion process to others. Eighty-two percent (N=388) reported that their attitudes toward career education had become more favorable while 75% (N=355) felt that the workshop broadened their understanding of career education. These results indicated an increased understanding of career education and its infusion into K-12 curriculum. In terms of more positive attitudes and better understanding of career education, the service center leaders were able to successfully achieve these workshop benefits for participants, more so in many instances than were achieved last year by professional specialists.

1.4 Professional Review of Workshop Transportability

In addition to the education service center leaders' reviews of the workshop materials, the project director reviewed the Leader's Guide, the Participant's Manual, and the accompanying multi-media materials prior to the service center presentations of the workshop. She found the materials, in general, to be satisfactory. The objectives and instructions for activities to meet those objectives were stated clearly enough, in her judgement, for the service center leaders to successfully conduct workshops. A project evaluator was not available early enough to also review the materials prior to the workshops.

The project director and evaluator conducted more extensive reviews of the materials during the fall, 1976. Comments and needed revisions were noted so that they could be added to those suggested by education service center leaders after conducting their workshops.

It was also felt that an external evaluation would be useful in providing a more objective review. Mr. Richard Lutz, Career Education Director, Washington State Department of Education, was retained to conduct a third party review of the workshop's transportability. He provided a written critique of the materials and made an on-site visit to one of the two day workshops. While on site, he reviewed the infusion process, giving particular attention to nation-wide use of the materials as well as their usability when project funding was no longer available.

Workshop evaluation results have indicated that the curriculum writing process can be successfully transported through the training, materials, and consultation made available through project funding this year. The education service center personnel successfully conducted workshops which obtained desired benefits for participants. As a result of the professional review process, however, several concerns were identified by service center leaders, the project director and evaluator, and the out-of-state consultant as to future transportable utility of the workshop process and materials, that is, when the process is no longer supported by the project. The following factors must be considered:

1. Funds for reimbursement for teacher release time will

probably not be available in most LEAs.

2. It will be difficult to get teachers released for two consecutive days. It is more likely that teachers will be available for staff development activities during in-service training days.
3. Persons charged with in-service training in career education may have no prior familiarity with career education principles.
4. Partners in Career Education personnel will not be available to (a) provide training and or support for leaders or (b) prepare accompanying workshop materials.
5. The project director would not exist; therefore, the service center leaders would not have an "automatic" assistant. Specialist consultation would not be available and additional support personnel would have to be obtained in other ways.
7. Some out-of-state sites may not have approaches to career education compatible to that of Texas. The essential philosophical approach upon which the process is based would need to be clarified (i.e., use of basic learner outcomes, K-12 infusion).

In view of the above considerations, the written version of the process and materials were reviewed and modifications were identified. The following revisions addressed transportability of the workshop process to those unfamiliar with the basic career education concepts or those in other states and to situations where time and money are limited and training and consultation are minimal:

1. Arrange activities in three hour blocks so that any block could be used alone. This would increase flexibility with respect to amount of teacher time requested at any one time and would make the activities fit more easily into in-service time, eliminating the need to provide reimbursement for release time.
2. Provide more written documentation of the purpose of infusing career education into regular curriculum and how the workshop participants fit into a broader spectrum of K-12 career education. This would assist the workshop leader as well as the participant in understanding the purpose of the workshop and the significance of career education on a district-wide basis. Those less familiar with career education would be provided with an overview of the appropriate uses of the workshop activities in promoting infused career education.
3. Provide more detail on how to prepare additional materials for activities, how to modify activities for various size groups and types of participants, and how to select appropriate workshop leaders. For those less familiar initially with career education, more cross-referencing, definition of terms, and references to background information would make the materials more usable without extensive training and specialist consulting. More detail

in outlining instructions for activities and the intended objectives of each would make the materials more understandable without leader training sessions.

4. Simplify the formats of the Leader's Guide and Participant's Manual and eliminate unnecessary repetition. The cost of materials could be minimized by eliminating unnecessary pages. Having the Participant's Manual more in the form of handouts (as opposed to the current spiral binding) would also increase the flexibility of the materials.
5. Give more clarification to Texas-specific references. Some aspects of the workshop cannot be transported to all other states, but can be adapted by other states with similar approaches to career education. For example, the Basic Learner Outcomes for Career Education were developed in Texas specifically for its population, but any state using a learner outcome approach could use the workshop process. Recognition of the constraints in using the materials would clarify their transportability, particularly to non-Texas sites.

The Partners in Career Education staff, in conultation with the TSIQI staff, made revisions in these major areas during the spring, 1977. Particular attention was paid to the design of activities in meeting their intended objectives. More specificity and examples of appropriate results were included to help maintain the quality of the activities in the absence of the special services and facilities provided by the project.

An introduction was added to provide an overview of career education to those unfamiliar with it and to identify Texas-specific elements of the process that other states would need to consider before adopting the materials. The workshop activities were divided into six, sequential three-hour sessions that could be used consecutively or during an entire year. The sessions are designed to:

(1) provide an awareness of career education and the Basic Learner Outcomes for Career Education;

(2) explore the Basic Learner Outcomes for Career Education in depth and become aware of the infusion process;

(3) teach participants to write infused curriculum modules;

(4) examine ways to use community resources -- places and things;

(5) examine ways to use community resources -- learning centers, involvement bulletin boards and community resource people; and

(6) practice writing infused curriculum modules.

Professional review of the final product indicated that the revised materials satisfied all of the identified criticisms with respect to their transportability within Texas and to other states.

1.5 Follow-up Evaluation of Workshop Process by Education Service Center Leaders

In order to document further transportability of the infusion workshop process, the project director contacted all of the participating ESCs regarding staff development activities since their fall 1976 workshops. ESC workshop leaders were interviewed between May 16 and May 20, 1977. The interview format and individual ESC responses may be found in Appendix K. The following is a summary of their responses.

Although not required by the project or supported by project funds, 89 percent (N=8) of the ten participating ESCs had continued to use all or part of the curriculum writing workshop activities. Of the 20 training sessions reported to involve workshop activities, 85% (N=17) were conducted as in-service programs. The participants were mostly K-12 teachers required to attend the in-service meetings, although the ESC career education coordinators did not use all of the workshop activities themselves. All of the ESC workshop leaders felt that the infusion training activities were well received. Costs were usually incurred by the respective ESC.

Two of the ESCs reported specific plans for using workshop activities before June 30, 1977 (the end of the project year) -- both sessions for K-12 LEA counselors. Nine of the 10 participating ESCs definitely or possibly plan to use the activities during the 1977-78 school year. Continued use of the activities depends in part upon interest and requests from LEAs. Time and money constraints upon the career education coordinators may also hender extensive use of the process. The ESCs, however, have definitely exceeded their commitment to the project by continuing to implement infusion strategies whenever possible, and most will continue to do so as much as time and money resources allow.

Objective 2.0

To generate at least one infused career education learning module for each teacher participating in a series of workshops to be held in ten education service center regions. Fifty percent of the modules thus produced will meet previously established criteria of usability in the classroom.

2.1 Modules Produced by Workshop Participants

Appendix E presents the number of modules written during the workshops by grade level and subject matter area addressed. The number of modules was fairly evenly distributed by grade level with the most at the junior high school level and the least at the K-Primary level. The largest percentages were written in the language arts/English (28%, N=174) and the Social Studies (27%, N=169) areas.

It should be noted that a total of 615 modules were produced by the 499 participants. As shown in Appendix D, approximately one module per participant was produced during the workshops. In Region XVII, where the participants were requested by name because of their membership on local career education implementation teams, slightly more than two modules per participant were obtained. Having participants more experienced and knowledgeable about career education initially, this service center demonstrated that extensive, districtwide infused curriculum can be developed using a similar workshop process. The workshops did meet their objective of producing at least 500 infused career education learning activities.

2.2 Critique of Modules

Although the participants produced a satisfactory number of modules, the quality of the modules was also examined. Partners in Career Education evaluated the usability of the modules by contracting with an outside reviewer to rate each module. The criteria for rating the modules were similar to those used last year in determining whether a module was good enough to be included, after refinement, in a set of exemplary infused career education modules. The criteria used were:

(1) does the module address the Basic Learner Outcome for Career Education;

(2) does the performance objective contain adequate reference to subject matter content and career education objective;

(3) does the performance objective adequately describe the expected student behavior;

(4) is the curriculum content sufficiently developed;

(5) is the curriculum content written in a consistent format;

(6) are the student activities sufficient for attainment of the performance objective;

(7) is the module in general too long or too short;

(8) is the module in general clearly written;

(9) is the information regarding resources adequate;

(10) does the module in general require considerable revision; and

(11) is the career education concept adequately infused into the curriculum content?

Those modules not meeting or exceeding the review criteria were examined on the above points to determine the most prevalent areas of weakness.

Dr. John Collie, Assistant Superintendent for Instruction at Castleberry Independent School District, reviewed the modules produced in the fall 1976 workshops. Of the 615 modules critiqued, 538 or 88 percent were judged to meet or exceed all of the review criteria. This exceeds the 86 percent (N=799 out of 926) that were rated as usable learning activities in last year's project. The modules written this year and last year were of similar quality indicating that the process was successfully transported. Of those modules failing to meet some of the criteria in this year's review, the most frequent weakness was in the performance objective. Thirty-four of the points of criticisms (28%) were that the performance objective did not adequately include course subject matter and career education content. The second problem was that the curriculum content was insufficiently developed (N=29, 24%). These results indicate difficulty that teachers may have in specifying their course content in enough detail to clearly identify areas that can be career oriented. It should be noted that Texas has state adopted textbooks, and some teachers rely on these for course content without clearly identifying course content as it relates to curriculum objectives. Additional criticisms of the modules were tallied as follows:

Student activities are insufficient for attainment of performance objective	21 modules, 17%
Module requires considerable revision	13 modules, 11%
Performance objective does not adequately describe behavior expected	10 modules, 8%
Career education concept is not well infused	9 modules, 7%
Length is inappropriate	4 modules, 3%

Module does not address the outcome - - -	1 module,	1%
Format of curriculum content is inconsistent - - -	1 module,	1%

Objective 3.0

To develop a two-day workshop to train education service center career education coordinators and instructional coordinators in techniques to implement career education at the local education agency level.

3.1 Evaluation Activities Regarding Management/Implementation Training Sessions

Arrangements for the provision of the management/implementation training by Region XVII and the selection of five participating service centers were described under MAJOR ACTIVITIES, section 3 (see pages 5-6). Region XVII agreed to develop, in consultation with the project evaluator, evaluation procedures for assessing the two training and follow-up sessions and monitoring management team requests for assistance during the interim. Evaluation of the two sessions focused on the problems encountered by the teams in establishing management/implementation procedures in their own regions. Particular attention was paid to modifications necessary to make the Region XVII model flexible enough to be successfully used in other areas.

The five ESCs selected to participate in the Region XVII management/implementation training sent from three to five member teams to the initial training session, February 7-8, 1977. Three of the teams were to be chaired by the ESC Executive Director. Two of the Executive Directors actually attended the training session. The lack of participation in the training session by the other three Executive Directors may indicate an aspect of Region XVII model that is difficult to transport to other areas. Since top level commitment is essential, particularly when the team addresses policy making and budgeting, ESC teams without Executive Directors as chairmen may not operate as efficiently or effectively. This was evident at the meeting when team members without Executive Directors present had difficulty establishing schedules and procedures until they confirmed them later with other authorities.

- The February 7-8 training session was designed to review the management/implementation team concept and the materials for implementing career education through this approach. Participants also actually conducted their team's first meeting. The training was designed to train ESC teams to train their own LEA teams -- training trainers. Participants evaluated both the training session and the Region XVII materials (see Appendices L and M). All respondents stated that they understood the activities they would later perform with LEA management teams well enough to conduct them without further assistance. The open-ended comments reflected the highly favorable response to the training:

  - "This has been so well organized and presented. The variety of speakers and fast pace kept my interest high throughout the workshop. It has been most enjoyable and informative. You have provided an excellent model for us to follow,"
  - "The entire presentation was lucid and concise,"
  - "I appreciate the opportunity to have participated in this program. Thought it was well done--content and process. Really felt that I picked up some valuable ideas and suggestions,"
  - "Great workshop--Looking forward to follow-up day. Staff was friendly, cooperative, and well-skilled."

3.2 Management/Implementation Materials Evaluation

The evaluations of the training materials were equally positive. Region XVII provided each team member with materials including: (1) a Model Description Package describing what the ESC team should do to establish and train a LEA team; (2) a Teacher's Guide that gives teachers an awareness of career education and the Basic Learner Outcomes for Career Education, ways to identify career education learner outcomes for every grade level and subject matter area, types of activities and materials for teachers to use with students in the areas of discussion, role playing, guidance, field trips, and resource persons, and suggested methods of evaluating student performance; (3) a Catelogue of Activities that provides 525 suggested strategies for addressing the nine categories of Basic Learner Outcomes for Career Education; and (4) a set of Team Instructions that outline step-by-step how the ESC team trains LEA teams and then how the LEA teams train staff and teachers in their schools. In rating each of these materials, all respondents felt that they were adequate to very adequate (see Appendix M). Only slight revision was anticipated to adapt the materials to their own service center. The open-ended comments confirmed the participant receptivity to the materials:

- "Would like to see this process developed in many additional areas,"
- "This is an excellent package of materials and it was presented very well,"
- "All materials and processes I found very adequate and well thought out. Commend Region XVII."

Professional review of the materials was also done by the project's internal evaluator and the project director. Major revisions were not suggested since the materials were well-written, clear, and comprehensive. It was noted, however, that some of the philosophical bases and/or emphases of the Region XVII model should be clarified in more detail for future users at both the ESC and LEA levels. First, as one ESC team member noted, the materials should include more discussion of CEMS, the Career Education Measurement Series developed in Texas to measure career education students needs. CEMS materials are available through all of the ESCs in Texas for LEA use. The management/implementation model should clarify for LEA teams how the test materials can be obtained and used to measure student achievement.

Secondly, the activities contained in the Catalogue of Activities are not identified by grade level or subject matter area. They are also only identified by basic learner outcome category and not by specific learner outcome number within categories. As a result the activities tend to be general in nature and not directly related to specific curriculum areas. Although there are many activities in career education that do not inherently relate to any grade level or subject matter area, such general activities usually do not meet the criteria of "infusion." That is, they tend to be added on to regular topics and objectives the teacher is required to cover in her course. Add-on type activities tend to take additional teacher and class time and cannot be achieved through a different use of the time spent on regular curriculum content. In this respect, the career education activities may represent a "curriculum" as opposed to a "teaching strategy." The materials should identify the activity ideas as being general in nature and more of the add-on type of activity. Strategies for developing infused activities that address specific learner outcomes should be included in the model's materials. This constitutes a difference in emphasis and would be feasible without extensive alteration of the philosophy by the model.

Finally, the suggested scope and sequence procedures address only the introduction of each of the 177 Basic Learner Outcomes for Career Education. The procedures allow each LEA to establish its own areas of emphasis in career education, which is an advantage of the model. However, the procedures do not necessarily result in the development of career education beyond the introduction stage. As a result, each learner outcome is assigned to only one subject area at one grade level. Although more complicated and time consuming, the learner outcomes may also need to be identified at the levels of development and emphasis. Again, this point does not have to be incorporated in the model, but should be recognized as a constraint. If aware of the alternatives, ESCs and LEAs have the option of doing a more extensive scope and sequence or using available materials that already prescribe this type of scope and sequence.

It should be noted that the ESC team members did not raise questions in these areas (with the exception of CEMS) or comment on any other areas of philosophical differences. The model is flexible enough for ESCs and LEAs to make their own modifications and they were encouraged to do so by the Region XVII staff. Recommended changes noted by the project evaluator were designed to increase awareness of the alternatives in emphasis in making choices or modifications.

3.3 ESC Team Activities Between Training Sessions

On May 2, 1977, the ESC teams met for a follow-up review of the management/implementation model and another team meeting. They were asked to document their activities in the three months since they were introduced to the model and indicate any changes they had made (or anticipated making) in the materials. See Appendix N for team responses. All of the ESC teams established schedules by the end of May, 1977, for contacting and training LEAs. All teams had at least one team meeting between February and May, the average number of meetings being 2.2.

Three of the five ESC teams contacted LEAs and presented the management/implementation model to them. Two presented the model in service center awareness sessions and one team contacted three specific LEAs that had expressed an interest in career education and/or had no career education in their district. The only problem expressed was the fact that many ESC/LEA activities were regularly scheduled for May and attendance at awareness sessions was not as extensive as desired.

One of the ESCs had not contacted any LEAs because the ESC was already training 18 LEAs in the adoption of career education on the basis of a Title IV C project for 1976-77. It was not appropriate to address these LEAs at this time of year. The managment/implementation model will, however, be modified for use in their LEA training cycle for 1977-78. The fifth ESC, not yet contacting LEAs for awareness and/or training, was considering an extensive use of the model in restructuring their ESC management organization. Since they were considering use of the model for a variety of programs in addition to career education, they were involved in internal planning and staff awareness necessary before contacting LEAs. None of the ESC teams had begun training LEA teams as of May and only one anticipated starting LEA training before June 30, 1977 (the end of the project year). It was apparent that all of the participating ESCs intended to move beyond their commitment to the project to receive training. All planned to offer the model to interested LEAs throughout the 1977-78 school year.

Three of the five ESC teams contacted Region XVII between February and May for assistance. The requests concerned purchasing of transparencies and getting suggestions for aspects of the model that should be covered in an awareness session with LEA representatives. The ESC teams reported that the assistance received from Region XVII was prompt, courteous, and helpful.

3.4 Adaptation and Use of the Management/Implementation Training Materials

ESC teams were asked to describe revisions they planned to make (or were making) in the Region XVII model to make it adaptable to their own ESC region (see Appendix N). The most extensive revisions were noted in the identification of materials, equipment, and supplies listed in the Teacher's Guide. Each ESC has an instructional materials reference library that teachers may use to obtain classroom materials. These resource centers, however, differ widely in the types of materials available, their content, and quantity. Each ESC therefore would have to revise the lists to be consistent with their own resources and four of the five teams expected to make some revisions. Some teams also referred to the need to alter names, titles, etc. Since Region XVII presented their own materials and were not asked to "personalize" materials for other ESCs, these types of minor changes were expected. The fact that the anticipated changes were so slight illustrates the high quality and acceptability of the Region XVII materials and model.

3.5 Follow-up Training Session Evaluation

All of the five ESC teams attended the follow-up session on May 2, 1977. One service center even increased its team from the original five members to ten members and brought all ten to the meeting. As referred to earlier, this ESC, Region VI in Huntsville, Texas, was considering adapting the management model for several program areas including career education. The team chairman (the ESC Executive Director) wanted the entire team to benefit from the model review and follow-up training session. The project staff was very pleased with the attendance and interest in participating.

Region XVII staff reviewed the basic principles of the model and answered questions regarding the structure and functioning of teams at the ESC level. The teams then held a team meeting and discussed planning strategies for use of the model. All of the team members (N=24) then completed an evaluation of the session (see Appendix O for responses).

Seventy percent (N=17) of the team members responded that the discussions of problems by Region XVII staff were very adequate and did resolve concerns regarding the model. All of the team members felt that the consultation provided by Region XVII resource persons was more than adequate. The description of the model was clear and the training provided by Region XVII was complete. Some (N=9, 36%) felt that the follow-up session was not necessary for training ESC teams, but 95 percent (N=23) did express a great deal of interest in the progress reports given by the other teams. In addition, 78 percent (M=19) felt that they had made progress at the meeting toward adaptation and/or use of the model. The follow-up was beneficial and necessary in that many questions regarding use of the model were answered and the service centers were able to share ideas and approaches.

3.6 Summary Evaluation Comments Regarding Use of the Management/Implementation Model

It should be noted that the project objective was to transport a management/implementation model to ESCs. This was successfully achieved through the efforts of the Region XVII staff. Actual use of the model with LEAs, work toward adapting the career education materials to an individual ESC, and expansion of the model to other areas of management at the ESC level and/or program areas at the LEA level were not requirements of the project objective. The project staff were more than pleased with the enthusiasm expressed by the participating ESC management/implementation teams in exploring these areas of activity. The efforts of the ESC teams must be considered ancillary but significant benefits of the project. These results can in part be attributed to the quality of the Region XVII materials and training.

It is hoped that the plans for 1977-78 career education teams in LEAs are realized. Participants were asked to estimate the extent to which aspects of the model would promote its use at the LEA level (see Appendix O). Ninety-six percent (N=23) felt that the model was suitable for schools in their own regions. Ninety-six percent (N=23) also felt that the instructional and staff materials used in the program would greatly increase chances of adoption of the model by LEAs. Seventy-nine (N=19) percent perceived that the program could be highly successful in their regions. The only factor viewed as somewhat significant in prohibiting acceptance of the model was cost and/or time required for staff training. Forty-one percent (N=9) felt that these cost/time needs would have moderate to highly significant effect in preventing adoption of the model. The design of the management/implementation model definitely encourages adoption at the local level.

Two aspects of the Region XVII model were not immediately adopted by the other ESC teams: (1) having Executive Directors attend the training sessions and act as team chairmen and (2) using the model as a means of managing instructional programs within the ESC. Region XVII strongly supported the principle that the top level administrator whether at the ESC or LEA level, needs to be involved and that the ESC should act as a working model for the LEA to follow. Two of the five ESC teams had Executive Directors attending the training. Other teams had to delay finalization of decisions until review by their Executive Director. Only one of the five ESCs planned to use the model with several instructional programs within the ESC. These two aspects of the model are probably the most difficult to adopt due to the time and/or personnel commitment implied. Additional time in working with the model may be needed if these options are to be implemented. The ability of the teams to use and adapt the model to their own situations at the time, however, points out the great flexibility of the model and the materials. Flexibility was encouraged by Region XVII since it is essential for users to feel "ownership" of the model they actually do implement.

Objective 4.0

To determine the efficacy of sample learning modules developed by the project's teacher training methodology by testing the modules in a demonstration school(s) and by measurement of student development prior to and during instruction.

4.1 Evaluation Activities Regarding Student Level Evaluation of the Infused Curriculum Writing Process

Student level evaluation activities to date have been described in MAJOR ACTIVITIES, section 4 (see pages 7 and 8). Partners in Career Education conducted pre and posttesting of the six basic learner outcomes during January and March, 1977, respectively. During the intervening period, the 8th and 10th grade teachers presented infused career education learning modules written to address the six basic learner outcomes. Approximately 2000 students were involved in the study. Partners in Career Education compiled and analyzed the data and prepared the final report on the demonstration project which is presented in sections 4.1(a) through 4.1(k) below.

4.1(a) Introduction

The Partners in Career Education project received a sub-contract from the Texas System for Incremental Quality Increase (TSIQI) project to assist in determining the efficacy of a sample of the learning modules developed by the project's teacher training methodology by testing the modules in a demonstration school(s) and by measurement of student development prior to and following instruction.

The Fort Worth Independent School District has had career education efforts on-going since 1974. By the fall of 1976, the district had arrived at the point in its career education implementation efforts that an improved staff development process was needed. The TSIQI need for demonstration sites and the Fort Worth district's need for a staff development process indicated that it was mutually beneficial for both projects to cooperate in this study. The Fort Worth Independent School District Career Education Coordinator facilitated the identification of schools and the selection of classroom teachers to participate in the staff development process and subsequent tryout of the learning modules.

4.1(b) Background Information: TSIQI Project

In 1975-76 the Texas Education Agency received a grant from the U. S. Office of Education to demonstrate effective methods for facilitating incremental quality increases in the career development of students through improved instructional techniques and to communicate these methods to a wider audience of career education practitioners. The TSIQI project utilized the products and processes developed by Partners in Career Education and conducted workshops for classroom teachers in ten of the state's 20 education service center regions. These workshops were for the purpose of increasing teachers' knowledge of how to infuse career education into existing curriculum.

During the second year, the TSIQI project continued the workshop activities in ten education service center regions with one objective being to establish the transportability of the staff development process utilized during the first project year. The project also had an objective to determine the efficacy of a sample of the learning modules developed by the project's teacher training methodology. This was to be accomplished by using the modules for instruction in demonstration classrooms and measurement of student development prior to and following instruction.

4.1(c) Background Information: Career Education in the Fort Worth Independent School District

At the beginning of the 1974-75 school year, the Fort Worth board of education unanimously adopted the career education concept on a district wide basis for kindergarten through grade twelve. As a result of the board's decision, the district's administrative council recommended a position statement be developed outlining actions the district would take to implement career education on a districtwide scale. The council's position statement resulted in the development of the Operational Career Education Model 1975. This model has become the framework for implementation of career education in the district.

During the 1975-76 school year the district conducted an assessment of career education needs of secondary students. Utilizing the Career Education Measurement Series, randomly selected eighth, tenth and twelfth grade students were tested. The analysis of the survey data indicated the sub-categories of greatest student need. The district's career education coordinator worked with the curriculum, instructional and supervision staff members and classroom teachers to distribute selected Basic Learner Outcomes for Career Education among the subject matter areas. This effort resulted in the development of a scope and sequence or matrix of the basic learner outcomes.

As a part of the district's ongoing career education implementation program, a staff development project was planned for the 1976-77 school year. The purpose of this project was to develop and tryout both a process and product by which the training of teachers in implementing career education through the infusion of career education concepts into existing curriculum topics would be enhanced. The materials developed would be applicable to secondary teachers of math, English, science and social studies and to all elementary teachers in grades K-5.

The requirements of the TSIQI project for demonstration sites and the Fort Worth district's need for a staff development process indicated that a cooperative effort would be mutually beneficial and procedures for this study were jointly established. An outline of the Fort Worth Career Education Staff Development Project is provided in Appendix P. The procedures and results from "Phase I: Demonstration Phase" are presented in the project outline.

4.1(d) Major Assumptions Underlying the Study of the Efficacy of Teacher Developed Learning Modules

The following assumptions are basic to the evaluation of the staff development process in terms of student progress. It is assumed that:

(1) the one hundred seventy-seven Basic Learner Outcomes for Career Education are "basic" for seventeen-year-old school learners;

(2) a developmental sequence or process that spans several years of infusing the outcomes into existing subject matter topics is necessary for students to achieve mastery of the outcomes, but concentration on a few outcomes over a short period of time should provide measurable student gains in terms of the behaviors described in the outcomes; and

(3) any positive change in student development, based upon student test scores, indicates that the staff development process was effective in demonstrating the infusion of basic learner outcomes into subject areas.

4.1(e) Selection of Participants

Ten eighth grade mathematics teachers and ten tenth grade science teachers were selected by the Fort Worth district to participate in the study. A total of four staff development days (two days for each group of ten teachers) were provided to interface the TSIQI (Partners) staff development process with the Fort Worth project. The teachers were from sixteen campuses and several were department chairpersons at their particular campuses. The teachers had not been involved in career education activities prior to this project.

4.1(f) Selection of Basic Learner Outcomes

Prior to beginning staff development activities, the Fort Worth district provided the Partners project with a listing of outcomes chosen for infusion in math and science that were selected from the district's matrix of the outcomes. These outcomes represented priority areas established through the district's needs assessment using CEMS and were determined by the district to be appropriate for math and science.

Three outcomes each for math and science were selected for which measurement items were available. The staff development sessions focused on the infusion of these outcomes into the specific curriculum the teachers would be instructing during the eight to ten weeks allotted for the study. The outcomes selected for math were:

4:05 The student should understand the importance of staying with a task until it is completed.

7:02 The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.

7:04 The student should understand the consequences of not working.

The outcomes selected for science were:

2:02 The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice.

8:17 The student should realize that there are many factors that affect the supply of items or services for sale, such as: labor and material resources, prices of related goods and technology.

8:27 The student should understand the concept of consumer influence on what and how many goods and services are produced.

4.1(g) Staff Development of Participants

The Partners in Career Education staff conducted the staff development sessions in cooperation with the district's career education coordinator and math and science consultants. The district personnel set December 7 and December 14 as in-service days for the mathematics teachers and December 8 and 15 as in-service days for the science teachers.

The staff development sessions provided the teachers with basically the same content and activities used in the TSIQI project's staff development efforts throughout the state. The emphasis of the sessions centered on the infusion of basic learner outcomes in the specific subject matter being taught by the participating teachers. Since there were only ten teachers representing each of the two subject areas, it was possible to present very specific examples in infusion techniques for the teachers' content areas. The teachers were provided learning module examples, developed in the first year of the TSIQI project, related to either math or science. In addition each teacher wrote learning modules showing the infusion of specific outcomes into his or her particular curriculum content (example modules are provided in Appendix P).

4.1(h) Pre/Post Test Instruments

The test items selected for this study came from the pool of items developed for the Career Education Measurement Series (CEMS). The measurement series was developed by Westinghouse Learning Corporation in cooperation with the Texas Education Agency and Partners in Career Education. The test instruments contain items to measure student development for sixty-three of the one hundred seventy-seven basic learner outcomes for career education. From this item pool specially prepared test instruments, containing the items developed for the outcomes selected, were provided by Partners for the Fort Worth teachers involved in the study. The number of items for each learner outcome varied such that outcome number 4:05 was measured by six items, 7:02 by 11 items, 7:04 by six items, 2:02 by nine items, 8:17 by seven items, and 8:27 by five items.

During the last staff development session for each group of teachers, test booklets and answer sheets were distributed to the teachers and instructions for pre and posttesting procedures were discussed. The teachers administered the pretests at the beginning of the winter quarter. The posttests were administered following eight to ten weeks of instruction.

The Career Education Measurement Series is specifically designed as a criterion-referenced test series. In analyzing the results of this type of test, norm-referenced statistics are not appropriate and were not utilized. Rather, a pass/fail (mastery/nonmastery) criteria was applied to student performance on each outcome. If a student correctly answered 80% or more of the items for any given learner outcome, he/she received a "mastery" rating. Students scoring at the mastery level for an outcome on a pretest conceivably would not profit from further instruction. Student movement from nonmastery on a posttest would indicate learning had occurred through the intervening instruction.

4.1(i) Data Analysis

The teachers were asked to test all of their students who would receive instruction toward the basic learner outcomes selected for this demonstration. All of the ten math teachers and nine out of the ten science teachers returned the tests. For math 775 usable pre/posttests were returned and 555 usable tests were returned for science.

The tests were scored on a mastery/nonmastery basis for each of the outcomes. An 80% mastery level was established for each outcome. Students scoring 80% or more on an outcome on the pretest were considered to have mastered the outcome and were eliminated from consideration of posttest analysis. Table 1 presents the number and percent of eighth grade math students mastering or "passing" the pretest by outcome.

TABLE 1

Number and Percent of Eighth Grade
Math Students Mastering an Outcome on Pretest
(Total N = 775)

Outcome Number	Students Mastering Pretest	
	N	%
4:05	430	55.5
7:02	310	40.0
7:04	353	45.5

Table 2 presents the number and percent of tenth grade science students mastering the pretest by outcome.

TABLE 2

Number and Percent of Tenth Grade
Science Students Mastering an Outcome on Pretest
(Total N = 555)

Outcome Number	Students Mastering Pretest	
	N	%
2:02	191	34.4
8:17	228	41.1
8:27	241	43.4

Table 3 presents the posttest results by outcome for those eighth grade math students who did not master the pretest. Those students who mastered the pretest were eliminated from the total number.

TABLE 3

Number and Percent of Eighth Grade Math Students
Mastering and Nonmastering Posttest by Outcome

Outcome Number	Total N	Students Mastering Posttest		Students Nonmastering Posttest	
		N	%	N	%
4:05	N = 345	131	38.0	214	62.0
7:02	N = 465	135	29.0	330	71.0
7:04	N = 422	135	32.0	287	68.0

Table 4 presents the posttest results by outcome of those tenth grade science teachers who did not master the pretest.

TABLE 4

Number and Percent of Tenth Grade Science Students Mastering and Nonmastering Posttest by Outcome

Outcome Number	Total N	Students Mastering Posttest		Students Nonmastering Posttest	
		N	%	N	%
2:02	N = 364	77	21.2	287	78.8
8:17	N== 327	88	26.9	239	73.1
8:27	N = 314	77	24.5	237	75.5

4.1(j) Findings

Between 29% and 38%, depending on the outcome, of the eighth grade students who did not master the pretest indicated mastery of the outcomes following instruction. These students combined with those who showed mastery on the pretest indicates that between 57% and 72% of the total sample of students in math showed mastery on the three outcomes addressed in math. In science the mastery percents ranged between 21% and 30% depending on the outcome. When the students who showed mastery following instruction are combined with the students who passed the pretest, between 48% and 57% of the students indicated mastery on the outcomes.

Even though between 62% and 79% of the students who did not master the pretest subsequently did not master the posttest, the results still indicate a positive direction or trend supporting the infusion of the basic learner outcomes into subject areas. From 21% to 38% of the students did make progress in achieving previously unattained objectives. In light of the relatively short time span during which students were exposed to infused classroom activities and the relatively few infused activities presented, actual student gains are considered to be significant. Additional numbers of students would be expected to show achievement of the career education learner outcomes with additional instruction over a longer period of time.

4.1(k) Summary and Conclusions

The teachers involved in this study participated in staff development activities that were very similar to the workshops as held throughout the state by the TSIQI project. Through the workshop process the teachers were introduced to the process of infusing basic learner outcomes into their subject matter areas, and they each wrote learning modules to be taught during the time-frame of the study. The data resulting from pre and posttesting indicated positive student development in terms of the learner outcomes addressed.

Considering that the study concentrated on only six basic learner outcomes out of one hundred and seventy-seven outcomes and only twenty teachers were involved, a total program would of course require a more systematic approach if total infusion is to be achieved. The study indicates that the products and processes for staff development encourage teaching that infuses career education with regular classroom curriculum to achieve identified career education learner outcomes.

Objectives 5.0 and 6.0

To disseminate the learning modules generated during each of the ten workshops to the workshop participants, Partners in Career Education, and to other appropriate individuals and/or institutions.

and

To coordinate activities of Partners in Career Education, education service centers, Texas Education Agency, planning/media consultant, and others who have contact with the project, so that objectives and activities may be efficiently identified, planned, and implemented.

5.1, 6.1 Dissemination and Coordination Activities

These objectives were addressed in the evaluation design by keeping records of coordination and dissemination activities on the project calendar by obtaining participant evaluations of awareness/information sessions. The activities are reported under the MAJOR ACTIVITIES and DISSEMINATION ACTIVITIES sections (see pages 1-10 and 61-63). The coordination efforts of the project have resulted in efficient management and implementation of project activities in relationship to those consulting with and being served by the project.

Ancillary Benefits

While not addressed as specific objectives of the project, several ancillary benefits were derived from the process of meeting stated objectives. The recognition of these ancillary benefits was made as a result of the project director's observations, the participants' comments (see Appendix I), and the workshop leaders' observations and comments (see Appendix K).

(1) Infused Career Education Curriculum Writing Workshops

For many of the participants in the curriculum infusion workshops, this was the first workshop in which they worked with teachers from grade levels, subject matters, and/or campuses other than their own. They discovered that elementary teachers did, in fact, have things in common with secondary teachers. Likewise, academic and vocational teachers realized they had much to offer each other in terms of improving instructional strategies and resources. Through the emphasis of scope and sequence of Basic Learner Outcomes for Career Education, the teachers were able to see the relationship between instruction in their particular subject matter and/or grade level and instruction in other subject matters and/or grade levels.

While secondary teachers traditionally have not appreciated game playing as an instructional technique, during the workshop process they reacted positively to game-related activities. In the same light, elementary teachers were exposed to in-service activities which were not game-related as they had been accustomed to. Regardless of whether they were from the elementary or secondary level, teachers seemed to develop a broader sense of purpose of in-service activities.

For many participants, this was their first realization of the concept of teaching toward objectives. They began to grasp how classroom activities related to objectives. Many of them became much more student-oriented in terms of classroom objectives and strategies. They also were exposed to many career education resource materials to support objective based instruction.

Although the overall purpose of the workshops was to enable teachers to be able to infuse career education concepts into their existing curriculum, many of the teachers were able to expand beyond that purpose. Some of the participating teachers are now being used by local school districts and education service centers as trainers themselves. Others have been able to accept the responsibility of coordinating career education activities within their districts. Many school district administrators have recognized the expertise gained by participants and are including them in the planning process, which in itself is a new experience for many teachers.

(2) Cost Effectiveness

It should be noted that the final project products were disseminated to all 50 state departments, all 20 ESCs in Texas, and all 1116 local school districts in Texas at no charge to the recipients. The materials were put into a final format to encourage use of each set by several people as well as allow reproduction without extraneous pages and content. Although it is recognized that the demonstration/developmental stage of any process and/or materials is extremely costly for the types of products actually produced, it is felt that the project's final staff development process and products must be considered cost effective. The staff development process, demonstrated by the project in conjunction with Partners in Career Education is incorporated for dissemination into the Career Education Learning System designed and tested by the Partners Project. The approximate cost of printing a set of all the materials in the learning system is $13.50. It is hoped that the reasonable cost will encourage more widespread dissemination of the project products. Inclusion of the staff development process in the Learning System should also encourage more use of the project products since all of the materials in the package are mutually supportive and together provide an approach to the implementation of career education.

(3) Management/Implementation Team Training

During the management/implementation team training provided by Region XVII Education Service Center, the five participating education service center teams were given the opportunity to share many of their problems, processes, and products which they would not otherwise have had the opportunity to do. There was discussion of future cooperation between ESCs in developing team management and implementation materials in many areas of education such as gifted and talented, individualized instruction, and drug education. The training sessions also allowed some service center staff members to interact with their Executive Directors as "participants" in a joint effort, as opposed to recipients only. The training also resulted in contact and awareness sessions with several LEAs, which was not an actual requirement. The ESC teams established definite plans for use of the model with LEAs throughout 1977-78.

(4) Drug Education Coordinators Meeting Evaluations

As described under MAJOR ACTIVITIES (see pages 1-10), the project director presented the staff development techniques for training teachers in the infusion of career education to 23 drug education coordinators and staff from ESCs across the state. Responses to the training and materials both verbal and written, were very positive. Several suggested that the career education materials were readily adaptable to drug education and other programs seeking to infuse objectives with regular curriculum. Region VII drug education staff who attended the Region VII project workshop in the fall did just that --adapted the materials and process to drug education. Their adaptation was also presented and discussed at the meeting.

Appendix Q summarizes the drug education participants' responses. Twenty-one of the 23 participants returned mailed evaluation questionnaires by May 11, 1977. Forty-five percent (N=9) reported having already used the workshop materials during April and May. All but two (90%) stated they planned to use the materials, adapted for drug education objectives, during 1977-78. None felt that the staff development activities were not usable or adaptable in training teachers in the infusion process. This demonstrated interest in and use of the staff development process clearly indicated the quality of the process as well as a need for all educational programs relying on infusion strategies to share experiences and materials. The evaluation results indicated the successful dissemination of career education strategies to other program staff.

12. ANTICIPATED CHANGES AND/OR PROBLEMS

Although no problem existed regarding objective #3 (Management/ Implementation Techniques Training), a few changes were made in procedures to accomplish the objective. When the proposal was first written, TSIQI staff had already become familiar with the implementation process which Region XVII had been validating for the past two years. Instead of contracting with a planning/media consultant firm in conjunction with a consultant familiar with the Title IV project in Region XVII Education Service Center, the TSIQI staff negotiated directly with Region XVII. The project director and evaluator, along with the State Director of Career Education, met at the Region XVII service center to establish the feasibility of training other service centers in the team approach.

The TSIQI staff did not conduct a format review of the content and technical quality of the Region XVII materials; therefore a major revision of materials was not undertaken (as originally submitted in Objective #3, Activities B and C). Region XVII conducted the training rather than a planning/media firm (Activity D). Information regarding service center use of training with local education agencies was reported to TSIQI staff by Region XVII (Activity E).

13. DISSEMINATION ACTIVITIES

Because the first six months of the project were process oriented, most of the dissemination efforts were "process" oriented.

13.1 The staff development process was presented orally to the following groups:

1. Faculty and staff of Area Vocational School in Tulsa County Oklahoma;
2. Representatives of U.S. Army, Project AHEAD;
3. Regional Program Director of Texas System of School for the Deaf;
4. Staff from School of the Deaf in Austin;
5. Special in-service training groups of public school teachers in Mexia, Lockhart, San Marcos, and San Antonio;
6. Faculty and staff of Giddings State School.

13.2 Project abstracts were distributed to:

1. Participants of USOE Project Directors meeting in Washington, D.C., August 16-18, 1976;
2. Kansas State University;
3. State of Indiana, Department of Public Instruction.

13.3 The project staff kept in constant communication with Partners in Career Education regarding field-testing of the staff development process. On December 2, 1976, the project evaluator made a formal summary report of requested revisions in content and format of the leader's staff development guide and related materials.

13.4 Constant communication was maintained between the project director and education service center personnel regarding suggestions for improving workshops.

13.5 A presentation of availability of management/implementation team training was made to executive directors of regional education service centers.

13.6 Curriculum materials produced by the staff development process last year were disseminated to the National Center for Career Education. University of Montana, Missoula, Montana.

13.7 The project director made a one and half hour presentation on curriculum infusion process workshops to the Mid-Winter Conference of Texas School Administrators.

13.8 A presentation of all project activities, both accomplished and planned, was made to all regional career education coordinators on January 25, 1977.

13.9 The project director conducted a one-day workshop with regional drug education and crime prevention regional coordinators to demonstrate the curriculum infusion process and resulting learning modules.

13.10 The project director conducted a one-day session with TEA social studies staff to train them in use of the curriculum infusion process.

13.11 The curriculum infusion process was presented by the project director to three groups of student teachers at Tarleton State University on May 12.

13.12 The project director made formal presentations of the curriculum infusion process materials at five regional State Plan for Career Education conferences.

13.13 The project director made formal presentations on June 9 and 10 to the Association of Secondary School Principals Work Conference regarding implementation procedures and the curriculum infusion process.

13.14 The project director made a presentation to the Governor's Advisory Council on Early Childhood Education regarding the infusion process on June 3, 1977.

13.15 A presentation was made by the project director on June 28, 1977, to an educational administration class regarding curriculum infusion process materials available to schools.

13.16 Between June 25 and June 30, 1977, the curriculum infusion process Leader's Guide and Participant's Manual were distributed, as a part of the entire Partners in Career Education Learning System package, to all school districts in Texas, all State Departments (including territories), appropriate TEA divisions and USOE.

14. SPECIAL ACTIVITIES

There were neither specific activities which reflected special efforts to reduce race and sex stereotyping in career choice nor activities designed especially to provide career education for handicapped persons. Such activities were not designed because specific project objectives did not address these areas. However, teachers from all areas of specilization and grade levels participated in curriculum writing activities. The project director drew the subjective conclusion that service center personnel made a conscientious effort to avoid exposing participants to race or sex stereotyped materials. None of the workshop activities themselves were biased in terms of race or sex. All of the professionals reviewing materials and rewriting workshop activities were conscientious to avoid any race or sex stereotyping.

15. REPORT ABSTRACT

1. Project No.: 554AH60247

2. Grant No.: 300760332

3. Nature of Report: ___ Semi-Annual _X_ Final

4. Project Title: Texas System for Incremental Quality Increase

5. Period Covered By this Report: From: July 1, 1976 To: June 30, 1977

6. Category of Project (as specifiec in 45 CFR 160d.5 and 160d.11)
_X_ Incremental ___ Settings ___ Populations ___ Training
___ Communications ___ State

7. Name of Project Director:
Mary Martha Hackley

8. Name and Address of Grantee/Assistance Contractor Institution

Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-6836

10. Participant Summary	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	MALE	FEMALE
Teachers	-0-	-0-	16	383	36	435	97	343
Counselors/Other	-0-	-0-	2	17	-0-	19	9	11
Administrators	1	-0-	1	20	1	23	5	18
Members of the Business/Labor Industry Community	N/A	N/A	N/A	N/A	N/A	N/A	▨	▨
Parents	N/A	N/A	N/A	N/A	N/A	N/A	▨	▨
Other	N/A	N/A	N/A	N/A	N/A	N/A	▨	▨
TOTAL	1	-0-	19	420	37	477*	▨	▨

* 6 workshop participants completing workshop evaluation forms failed to identify their race/ethnicity.

OBJECTIVE I. Transportability of the Infusion Process
To establish the transportability of the curriculum writing process utilized during the first year of the project by developing, in a two-day training session, the level of competence necessary for participating personnel from ten education service center regions to train teachers in their respective regions to infuse career education concepts into existing curriculum.

Staff from 10 ESCs were trained in the use of the Partners in Career Education workshop materials and then conducted 12 workshops with 499 participants from October to December, 1976. The project director monitored each workshop and conducted post-workshop interviews with ESC leaders to identify strengths and weaknesses in the materials and process. She also collected pre and postworkshop evaluations from the participants. She then conducted follow-up interviews with ESC leaders in May 1977 to identify the extent of use of the workshop process and revisions made in the activities. The project director and project evaluator reviewed and edited the materials for final printing.

ESC leaders felt the leader training was generally adequate, but should be more extensive for those unfamiliar with career education or the workshop process.

All but 3% of the workshop participants completed evaluation forms. The participants, 92% of whom were classroom teachers, represented K-12 and most subject matter areas. Most lacked career education experience but had favorable initial attitudes.

The ESC workshops were evaluated by participants as well or better than were last year's workshops, conducted by special project staff. Management of the workshops, pacing of the activities, and clarity of objectives were rated positively by more participants this year. Quality of leadership was rated as highly as last year. These results indicated that the process was successfully transported to the service centers.

In terms of attitude change, the workshop process resulted in better understanding of career education infusion. For example, an increase from 45% to 74% was observed in the percentage of those recognizing the need to infuse career education at all grade levels. Similarly, the percentage of participants who agreed that career education is most appropriately taught as part of regular classroom curriculum increased from 66% to 90%.

Professional review indicated that the workshop was successfully transported in the context of the project but that materials needed to be made more independent of specialized consulting and training. Suggestions included modularizing activities into 3 hour blocks, providing more detailed instructions, documenting usability of activities in implementing a district-wide career education program, and identifying how the process could be used in non-Texas settings. Satisfactory revisions were made during the second phase of the project, spring 1977.

OBJECTIVE II. Infused Career Education Learning Activities
To generate at least one infused career education learning module for each teacher participating in a series of workshops to be held in ten education service center regions. Fifty percent of the modules thus produced will meet previously established criteria of usability in the classroom.

Workshop participants were asked to produce at least one module while attending the workshop. A total of 615 were written.

The modules written represented all grade levels and most subject areas. The largest percentages were at the junior high school level and in language ares and social studies areas. An average of 1.23 modules were written per participant.

An outside consultant evaluated the quality of the modules during the spring 1977 on the same criteria used to evaluate modules written in last year's workshops. Eighty-eight percent (N=538) were judged to meet or exceed all of the criteria which exceeded the 86% judged usable from last year's workshops.

OBJECTIVE III. Management/Implementation Training
To develop a two-day workshop to train education service center career education coordinators and instructional coordinators in techniques to implement career education at the local education agency level.

The project contracted with Region XVII Education Service Center to train teams from 5 ESCs in their career education implementation model. Region XVII developed training materials for teams from the ESC level to supplement LEA team materials. Training was conducted in February with consultation throughout the spring 1977 and a follow-up training session in May.

Three of the 5 ESC teams presented the model to LEAs before the project ended and all planned to train LEA teams during 1977-78, moving far beyond their commitment to the project.

The training sessions and materials were critiqued by the participating teams. All rated the training and interim consultation as excellent. Few changes in the materials were planned. The project evaluator reviewed the materials and made some recommendations regarding expanding explanations of materials and procedures suggested in the model but materials were not actually revised.

OBJECTIVE IV. Student Level Evaluation of the Infusion Process
To determine the efficacy of sample learning modules developed by the project's teacher training methodology by testing the modules in a demonstration schools(s) and by measurement of student development prior to and during instruction.

The project contracted with Partners in Career Education to conduct workshop activities with teachers in a demonstration site with pre and posttesting of modules produced. The actual study was conducted during the second phase of the project, spring 1977, with Fort Worth ISD 8th grade science and 10th grade math students.

Items from CEMS were adapted and used to pre and posttest the presentation of infused learning activities for six basic learner outcomes.

From 21% to 38% of the students showed progress in achieving previously unattained objectives. In light of the time and number of activities devoted to attainment of the objectives, these sutdent gains were considered substantial. Teaching strategies that infuse career education outcomes do result in student achievement.

OBJECTIVE V. Dissemination of Infused Career Education Learning Activities
To disseminate the learning modules generated during each of the ten workshops to the workshop participants, Partners in Career Education, and to other appropriate individuals and/or institutions.

Modules from the workshops were collected, typed, and returned to the respective ESC which disseminated them to the participants. Some sent all modules back and some sent only those in the participant's subject area and/or grade level.

Not applicable.

OBJECTIVE VI. Coordination
To coordinate activities of Partners in Career Education, education service centers, Texas Education Agency, planning/media consultant, and others who have contact with the project, so that objectives and activities may be efficiently identified, planned, and implemented.

The project staff maintained continous contact with Partners in Career Education, ESC leaders, the TEA Career Education Director, and Region XVII throughout the fall to ensure efficient planning and implementation of activities.

The project staff reviewed and edited all drafts of the staff development Leader's Guide and Participants Manual.

A project calendar was kept to monitor progress in project activities. No problems were encountered. Activities were properly coordinated such that adequate communication was maintained and activities were completed on time.

The staff development process was incorporated in the Career Education Learning System through the Partners in Career Education project. A set of learning system materials cost the project $13.50 to print which made distribution to all schools districts in Texas and the 50 state education departments possible. Coordination of the project with the Partners project has made both more cost effective in providing usable products.

VII. Ancillary Benefits

The project director conducted staff development and/or career education awareness sessions with TEA staff, ESC staff in drug education, regional State Plan for Career Education conferences, and groups of student teachers.

The workshop process was found to provide the chance for teachers to communicate across grade levels and subject matters, to learn to teach toward objectives, and to provide leadership for career education at the local level.

The Region XVII Management/Implementation Training encouraged ESCs to cooperate and share products, to work with LEAs in implementing career education, and to consider improvements in their own ESC management.

Communication of the infusion process to staff in other educational programs increased awareness of career education and understanding of infusion.

12. Anticipated Changes and/or Problems

The management/implementation model selected to address Objective III did not undergo major revision since the project staff felt the materials and processes incorporated in the model could be successfully delivered to other ESCs which would make their own modifications. Since the model was developed by Region XVII service center, a planning/media firm was not identified to assist in the training.

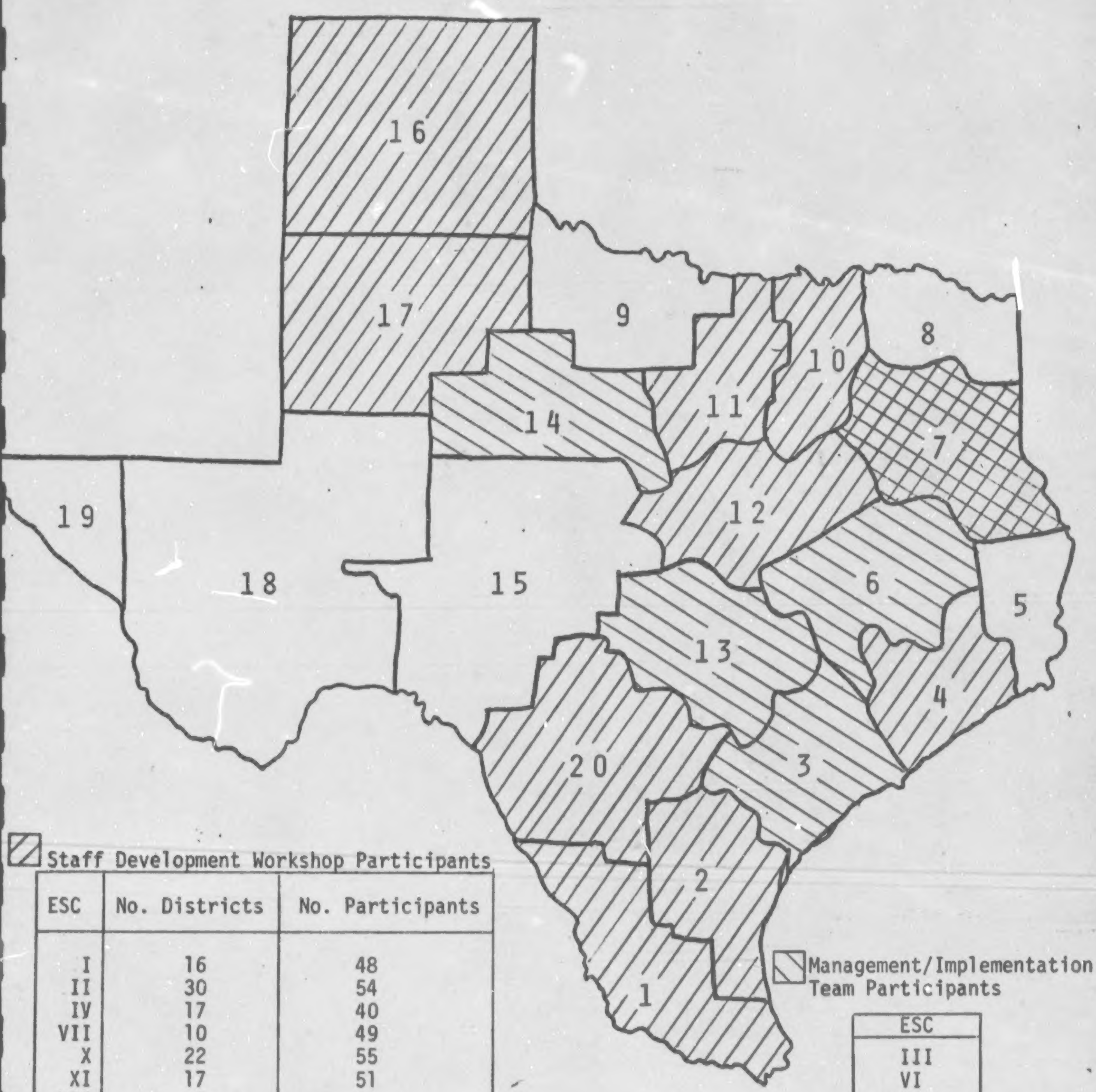
14. Special Activities

During the infusion workshops and the management/implementation training sessions, ESC leaders and project staff made a conscientious effort to avoid exposing participants to race or sex stereotyped materials. All of the professionals reviewing materials revised any race or sex stereotyping.

APPENDIX A

REGIONAL MAP OF AREAS PARTICIPATING IN THE CURRICULUM WRITING WORKSHOP

REGIONAL MAP OF AREAS PARTICIPATING IN THE CURRICULUM WRITING WORKSHOP


16
17
9
8
10
11
14
7
12
19
18
15
6
5
13
4
20
3
2
1

▨ Staff Development Workshop Participants

ESC	No. Districts	No. Participants
I	16	48
II	30	54
IV	17	40
VII	10	49
X	22	55
XI	17	51
XII	6	53
XVI	17	49
XVII	21	52
XX	20	48
N=10	N=176	N=499

▧ Management/Implementation Team Participants

ESC
III
VI
VII
XIII
XIV

APPENDIX B

CURRICULUM WRITING WORKSHOP SCHEDULE

Appendix B

CURRICULUM WRITING WORKSHOP SCHEDULE

REGION	DATE
Region I	Nov. 18-19
Region II	Nov. 3-4
Region IV	Dec. 9-10
*Region VII	Oct. 13-14 Oct. 18-19
Region X	Oct. 25-26
*Region XI	Oct. 20-21 & Dec. 14-15
Region XII	Nov. 16-17
Region XVI	Nov. 26-27
Region XVII	Dec. 1-2
Region XX	Dec. 7-8

* These regions chose to have two workshops of 25 participants each instead of one workshop with 50 participants.

APPENDIX C

EDUCATION SERVICE CENTER CURRICULUM WRITING WORKSHOP LEADER'S INTERVIEW

Appendix C

ESC CURRICULUM WRITING WORKSHOP LEADER'S INTERVIEW

1. What parts of the workshop do you think were best received by the participants? Why?

2. What parts of the workshop do you think the participants liked least? Why?

3. What parts were easiest or the most fun for you as a leader? Why?

4. What parts were hardest for you? Why?

5. What alterations or substitutions did you make? If any alterations were made, ask:

   (a) What were your main reasons for making "that" change? (ask for every change made).

   (b) Did you feel that the substituted activity accomplished the purpose given in the Leader's Guide? (If it was not intended to address the same purpose, note the intended objective for the substitute activity and if it was obtained).

6. How might (will) you use this Curriculum Writing Workshop package in the future? (differentiate between will do and maybe's).

7. How would you rate the training you received in the September 21-22nd session now (i.e., Was it good enough)?

8. Could the Leader's Guide and accompanying materials be distributed, either to service center personnel or LEA staff, and used without the two-day planning/training session?

   If YES:

   (a) What training would be needed?

   (b) Could you train other leaders?

   (c) Who would most likely pick-up the costs of materials?

   (d) How would you go about getting teacher-participants?

9. What changes would you recommend in (a) the Leader's Guide (b) the Participant's Guide or (c) the accompanying materials? (Noted: We have until December to incorporate suggested changes before the final printing of the materials).

   (a) Leader's Guide/Participant's Guide:

      (1) Introduction (purpose of Guide, workshop objective, schedule of activities),

(2) First day's activities (objective of workshop and 1st day's activities, warm-up, why career education?, newspaper game, brainstorming, treasure hunt, consensus game),

(3) Second day's activities (group completion of a module, procedures for module writing, use of community resource people),

(4) Appendices (A - workshop preparation and completion, B - resources/reference materials).

(b) Additional materials (see page 141 of Leader's Guide for list):

(1) "success Game" materials (cards, sticker labels, page of instructions) or Success Story Film,

(2) Basic Learner Outcomes for Career Education booklets,

(3) Treasure Hunt materials (5 envelopes per set with questions and answer sheets),

(4) "American History Modules" sets with missing module parts,

(5) Blank "learning module" writing forms,

(6) Transparencies.

Appendix C

Responses
Question 1

ESC	BEST RECEIVED BY PARTICIPANTS
I	Consensus Game - interaction Group Completion - success feeling Module Writing - success feeling Brainstorming and Why Career Ed? - got the questions answered
II	Success Story - got involved and most difficult to get them to stop - showed increased interest in learning more about the activity Use of Community Resource Person - much involved
IV	Newspaper Game and Treasure Hunt - because of their applicability to regular teaching and because Treasure Hunt provided an awareness of materials
VII	Success Story Game; Why Career Ed?; Group Completion of a Module
X	Warm-up activity - got their attention well Module Writing - eager to actually write
XI	Resource Person
XII	All parts well received
XVI	Newspaper Game - liked it because it was their first real involvement following two hours of films and lectures Module Writing - they were eager to "get to it" and see what they could do
XVII	Participants were very involved in all activities (equally so). Their attitude was consistently serious.
XX	Newspaper Game - good introduction, competition Group Completion - began to soak in

Appendix C

Responses
Question 2

ESC	PARTICIPANTS LIKED LEAST
I	Newspaper Game - structure and format is confusing - too much structure, too many rules, thus confusing (clarify Partners Post) - too many participants at a table thus some just sit - scoring can be degrading.
II	Group Completion - difficult to say, but maybe because it took more help and encouragement to get them through it.
IV	Group completion of a module - many felt uncomfortable with grade level and subject.
VII	Newspaper Game
X	Film - not involved
XI	Group Completion of Module - showed less enthusiasm with this activity, but no verbal complaints
XII	Second resource person - felt one was enough - participants questioned the reason for it so maybe idea didn't come across clearly, Scoring for Newspaper Game - threatening
XVI	Success Film and Why Career Ed? - no active involvement - just look and listen
XVII	None - equal interest in all
XX	Resource Person - nothing new to them, maybe because it was last.

Responses
Question 3

ESC	EASIEST AND MOST FUN
I	Group Completion of a Module - well organized and ahead of time Consensus Game - short instructions Brainstorming - participants like to give their own ideas
II	Resource Person - interesting - leader also gained from it
IV	Treasure Hunt - the thrill of discovery Consensus game - forming new groups
VII	Warm-up Activity (Success Game); Consensus
X	N/A - leaders took parts which were "their" thing
XI	Treasure Hunt
XII	Each consultant directed parts where strength lay so question doesn't apply.
XVI	Success Film (Already familiar with it)
XVII	Did not apply.
XX	Writing the modules; Treasure Trails; and Consensus

Appendix C

Responses
Question 4

ESC	MOST DIFFICULT
I	Newspaper Game - had difficulty relating the scoring aspect to purpose of activity - directions are in confusing order
II	Group Completion - difficulty of organization - hard to explain to participants
IV	Group completion of a module and scheduling for the Treasure Hunt - confusing.
VII	Why Career Ed?
X	N/A - leaders utilized their individual strengths
XI	Introduction to Newspaper Game
XII	Had difficulty getting teachers to see relationship between basic learner outcomes and performance objectives.
XVI	Suggestions for Completing Module (explanations of transparency in #14) - didn't feel comfortable due to lack of preparation
XVII	Did not apply.
XX	Grouping in Group Completion

Appendix C

Responses
Question 5

ESC	ALTERATIONS/SUBSTITUTIONS
I	Where Can I find activity substituted for Treasure Trails - Reason: ESC does not have enough materials - felt teachers needed more knowledge of resources available on a local basis
	Scoring was omitted in one group on Newspaper Game - Reason: Saw no relevance to purpose of activity
	In Newspaper Game (one group) examples of categories 1-4 were given to each of four groups for presentation rather than presented by leader - Reason: Active participation rather than passive (listening)
II	See activity #10 - lack of material except films
	Second Day - use of community resource moved to first position then everything else followed in order - Reason: Wanted this activity before module writing
	End of workshop - due to participants finishing modules at different times, did not reassemble for wrap-up.
	Used only two resource people and switched groups.
IV	Substituted test for "Why Career Ed?" - we wanted to avoid lecture and felt substituted activity met the objective.
VII	No substitutions in activities were made. Alterations was made in Newspaper Game - did not give examples of categories 5-8 because the group picked up on categories 1-4 rapidly and thus felt it was not good for this particular group.
	Also, Consensus Game was moved to second morning because time ran out on first day. It proved to be a good start for second day. Leader intends to use that format again.
	Will leave competition out of Newspaper Game when he does the next workshop. Participants weren't comfortable with it.
XI	No substitutions were made, but there were a couple of alterations and additions. In introduction to Newspaper Game, specific examples of articles were not given for each category because of too much "talk" and repetition. Will make visuals for nine categories before next workshop.
	A "hat-making" activity was added at beginning of workshop. Purpose: following and giving directions. Results: O.K. reception by some participants, but not received well be secondary teachers.

Responses
Question 5
(Cont.)

ESC	ALTERATIONS/SUBSTITUTIONS
XII	Based on last year's evaluation, teachers wanted more writing experineces earlier so that proper resources could be brought second day and so that teachers could possibly write a module first day and get it checked second day. Inclusion of matrix and CEMS due to participants being on actual LEA teams to train local teachers.
XVI	Treasure Hunt was omitted due to lack of time to write additional questions. Substitutions: Hobert MacDonald, Director of Planning and Programs, made a one-hour lecture on use of resources (people, places, and things). Felt it met the stated objectives. Reduced number of resource people to one in order to cut time due to bad weather conditions. Success Game - did not use it because region was very familiar with it already. Used two films instead. Not as "warm" an opener.
XVII	The entire format for Lubbock was different because of participant structure. Because Region XVII has fairly well saturated the schools interested in Career Education, it was impossible to invite participants who had no previous exposure to career education and infusion approach. Therefore the two-day comprehensive format was deemed innappropriate by service center leaders. The format was changed to two one-day sessions with a different group of teachers at each session. Descriptions of the two groups are as follows: Day 1 - Group had awareness of Career Education, Basic Learner Outcomes for Career Education and Matrix. Limited exposure to infusion. Day 2 - Group had awareness of Career Education, Basic Learner Outcomes for Career Education, Matrix, infusion approach, and actual writing of modules (almost all had been through the Partners in Career Education workshop last year) The attached schedule was followed for both groups. However, less time was necessary for morning activities of Day 2 people, thus they were writing modules by lunch. Dr. Coleman asked all participants for more than the one module required by JSIQI. The attached schedule also indicates Region XVII's perception of which of their activities met the prescribed benefits in the original list of Partners in Career Education activities. Not included in their format were (originally) the Consensus Game, Wrap-up Day 1, and Introduction to Day 2.
XX	No major changes.

Appendix C

Attachment to Region XVII Question 5 Response

	Region XVII Workshop Agenda	Corresponding Partners Workshop Activity
8:30	Coffee and Registration	Registration Welcome Objectives
9:00	Welcome and Workshop Overview and TSIQI	
9:15	Group Sharing and Discussion of Film, "Because It's Just Me"	Warm-up
9:45	Career Education Review - Questions, Discussions and Film, "I Want To Be"	"Why Career Education"
10:15	Break	Coffee
10:30	Basic Learner Outcomes, Catalog of Activities and Career Education Resources	Newspaper Game Brainstorming Treasure Hunt Resource Person
11:20	Curriculum Writing Format and Group Writing (Learning Activity Module)	Group Completion of a Module
11:45	Lunch	Lunch
1:00	Group Writing Continued (American History Sample Module)	Group Completion and Procedures for Writing a Module
1:45	Individual Development of Two (2) Lesson Plans (Learning Activity Modules)	Module Writing
3:45	Review and Wrap-Up	Review of Objectives Workshop Evaluation
4:00	Dismissal (All Work to Be Completed And Turned In)	

Appendix C

Responses
Question 6

ESC	FUTURE USE OF WORKSHOP
I	Will use component parts of workshop but cannot consider using two-day format without money for release time for teachers.
II	Advertised it to LEAs as available - will do one day segments and half day.
IV	Might be used to help a district begin to develop their own curriculum.
VII	Three more definitely scheduled with school districts, will definitely use this workshop again - no maybes.
X	Currently doing segments of workshop with many schools.
XI	No definite plans, but hopes to repeat it several times. Feels much more confident now.
XII	Role of ESC will be supportive role to LEAs. Will let LEAs plan their own training and ESC will support.
	No immediate intention of using two-day format again this year.
	Will "pull" sections for half and and one day workshops.
XVI	Will use this workshop if schools have a two-day time block--otherwise will take portions of it for inservice when requested by LEAs.
XVII	Did not apply. Are already using portions of workshop in less than one-day format.
XX	Will respond to districts request.

Appendix C

Responses
Question 7

ESC	RATE TRAINING
I	Having never seen materials before, needed more time to become familiar so as to know what questions to ask. Working with such a small group at planning session was not realistic compared to 50 in actual workshop. Suggest having one to one instruction to go through Leader's Guide.
II	More than adequate - needed more help with organization of Group Completion - more time wouldn't help until time to actually go through reading and planning.
IV	Adequate
VII	Rates planning session as "just right."
X	Adequate - process not new to us.
XI	Okay for Doris, but she feels it would not have been near adequate if she had not been through an actual workshop last year.
XII	As a new person, seemed too much too quick, needed more background before attending planning session and attempting workshop. Too much emphasis on activities rather than overall framework and rationale.
XVI	Felt the session was really not necessary - however, Allegra felt the need for time to spend alone with the guide.
XVII	Did not apply.
XX	Adequate - but maybe not for a beginning leader.

Appendix C

Responses
Question 8

ESC	COULD DISTRIBUTE WITHOUT TRAINING: (a) What needed (b) You Train Others? (c) Cost (d) Get Participants?
I	(a) One-to-one instruction on Leader's Guide (b) yes (c) limited expense could be picked up by ESC (d) by request of LEA
II	Would depend on prior understanding of infusion (a) informally one to one walking through it (b) yes - definitely (c) some LEAs such as Corpus Christi, Alice, but others would not be able to (d) let LEAs choose participants and set up criteria
IV	No
VII	(a) A leader would either need to go through a session very similar to two-day planning session or actually participate in a workshop prior to leading one. (b) Leader feels he definitely could train other leaders. (I agree!) (c) Leader said some cost could be picked up by ESC, However, if he had to train an entire staff (faculty) of 15-20 or more, the LEA would have to assist financially. (d) Feels this is not problem since many districts are now requesting this training.
X	(a) studying leader's guide, reviewing materials (b) yes (d) LEA and ESC (d) requests from LEAs
XI	(a) Some training would be needed whether it was a two-day training session or something else (b) yes (c) Since Region XI has no career ed. money this year, cost would have to be picked up by local districts (d) Requests for participants from LEAs indicating need and/or interest
XII	(a) Actually participate in a workshop and then training similar to Austin (b) yes (c) LEAs pick up cost (d) On a request basis for LEAs
XVI	(a) time to read through the guide and ask follow-up question. (b) yes (c) If only a few districts participates, yes. But if many schools requested the training, the LEAs would have to pay. Definitely no money for release time. (d) Requests for LEAs

Responses
Question 8
(Cont.)

ESC	COULD DISTRIBUTE WITHOUT TRAINING: (a) What needed (b) You Train Others? (c) Cost (d) Get Participants?
XVII	(a) One-to-one training or group training. (b) Woodie and Travis could obviously train other people to be trainers. (c) Education service center or local education agency or group training. (d) Local education agency request.
XX	(a) More in module writing (b) Yes (c) Education service center (d) Response to local education requests

Responses
Question 9

ESC	CHANGES IN MATERIAL
I	Use Resource Person before module writing. Revamp newspaper game. Success Game might be used at end of first day. Warm-up activity needed for second day. Need alternate ways to break into groups - maybe get tired of counting off.
II	Include page number of Participant's Guide in Leader's Guide. Maybe omit time schedule in Participant's Guide. Include a real and simple module in Participant's Guide. Never clear about name tags. (Particularly liked the check list!)
IV	Simplification or clarification of Treasure Hunt grouping patterns.
VII	No changes in first day. Change Consensus Game to second day. Time between first and second resource person may not need to be used as described in Leader's Guide since participants have "Interviewer Sheet" in manual prior to first resource person. Not clearly stated as to why you don't identify resource person's occupation when introducing him. Maybe make Participant's Guide looseleaf so that key pages are not handed out in advance. Make transparencies of sample newspaper articles.
X	No suggestions made
XI	Make graphic visuals of workshop objectives and possible teacher benefits. Participants need copies of sample articles in newspaper game. Need to include alternate activity for when the resource person doesn't show. Participants need copies of sample articles in newspaper game.
XII	Needs to provide flexibility to make parts stand alone so that they can be pulled when needed for a particular workshop setting (awareness, actual writing, etc.). Maybe add matrix to Participant's and Leader's Guide for "suggestions" only. All pages not necessary in Participant's Guide.
XVI	Allegra was extremely hesitant to point out suggestions for clarity, etc. Because she felt she had not spent enough time in preparation. She admitted that items originally not clear became clear with detailed study.
XVII	(1) Lubbock distributed a handbook "Catalog of Activities" which provided a variety of suggested infused activities. Participants really seemed to use it for proper infusion activities. (2) Materials for Group Completion of a Module were sent by Partners in Career Education for 50 people. Obviously with two groups of 25 each, this was not appropriate. On Day 1 Woodie grouped them "manually" (which was confusing and actually unbalanced). On Day 2, the project director relettered the materials upon Woodie's request. Note: Woodie and Travis were not eager to suggest changes in Partners' materials because they have their own program and process.

Responses
Question 9
(Cont.)

ESC	CHANGES IN MATERIAL
XX	Refer to Participant's Guide pages. Omit repitions (such as objectives). Print from and back. More module sheets. More Basic Learner Outcomes for Career Education.

APPENDIX D

ATTENDANCE OF PARTICIPANTS BY REGION

Appendix D

ATTENDANCE OF PARTICIPANTS BY REGION

Regional ESC	Number Reimbursed	Number Participants[1]	Number Modules[2]	Number Evaluations[3]
Edinburg (I)	48	48	56	47
Corpus Christi (II)	50	54	53	51
Houston (IV)	38	40	50	36
Kilgore (VII)	44	49	58	49
Richardson (X)	50	55	52	52
Fort Worth (XI)	49	51	65	51
Waco (XII)	51	53	56	52
Amarillo (XVI)	49	49	52	49
Lubbock (XVII)	52	52	111	52
San Antonio (XX)	39	48	62	44
TOTALS	470	499	615	483

[1] Includes those attending the workshop who were not reimbursed.

[2] An average of 1.23 modules per participant were written.

[3] 16 (3%) participants did not complete evaluation information.

APPENDIX E

CAREER EDUCATION LEARNING ACTIVITY MODULES WRITTEN DURING PROJECT BY SUBJECT AREA AND GRADE LEVEL

CAREER EDUCATION LEARNING ACTIVITY MODULES WRITTEN DURING PROJECT BY SUBJECT AREA AND GRADE LEVEL

SUBJECT	Kinder-garten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth	TOTALS	%
Social Studies	12	11	15	10	19	15	22	11	18	7	12	6	11	169	27
Language Arts/English	4	4	9	8	12	12	20	22	24	15	15	15	14	174	28
Mathematics	1	3	1	3	4	10	15	21	9	10	11	1	0	89	14
Physical Education/Health	1	2	2	1	5	5	8	0	1	3	1	0	0	29	5
Science	0	3	1	2	6	5	7	3	11	3	10	6	1	58	9
Fine Arts	2	1	0	0	0	1	0	0	1	2	1	2	0	10	3
Foreign Language	0	0	0	0	0	0	0	0	0	1	1	0	0	2	1
Vocational, Industrial Arts and Others	0	0	0	0	0	0	1	11	8	14	10	24	14	82	13
TOTALS	20	24	28	24	46	48	73	68	72	55	61	54	40	613	100
Percent By Grade Level	3	4	5	4	7	8	12	11	12	9	10	9	6		100
Group Percentage	16				27			32			25				100

APPENDIX F

REVIEW OF LEADER'S GUIDE BY ESC WORKSHOP LEADERS

Appendix F

REVIEW OF LEADER'S GUIDE
BY ESC WORKSHOP LEADERS

1. Name: 14 respondents

2. Education Service Center: All participating regions

3. Position: Career Education Coordinators and Assisting Staff

4. Were you involved in any way with the TSIQI curriculum writing workshops last year?

   7 Yes

   7 No

5. If YES, in what way?

   5 ESC co-leader

   2 participant

   - observer

   - other, please explain: ______

Your responses to the following questions will help us evaluate the LEADER'S GUIDE. We know you will be working with the material in greater depth during the next few weeks, but we felt that your first impressions would be helpful in our review. The questions are divided into sections corresponding to the sections in the guide: INTRODUCTION (Green sheets), FIRST DAY ACTIVITIES (Yellow sheets), SECOND DAY ACTIVITIES (Blue sheets), and APPENDICES (White sheets). After completing your investigation of each section, please respond to the questions on that section before going on. Each section should only take a few minutes to complete, so please do them as you go through the guide.

Section: INTRODUCTION

Please circle the appropriate number, where 1 represents DEFINITELY YES, 2 is YES, 3 is NO OPINION or NEUTRAL, 4 is NO, and 5 is DEFINITELY NO.

	Definitely Yes 1	Yes 2	No Opinion 3	No 4	Definitely No 5	No Response
Purpose of Leader's Guide (page 3)						
1. Is the purpose of the Guide Clearly stated?	12	2	-	-	-	-
Objective of the Workshop (pages 4-5)						
2. Is the objective for the leader clearly stated? . . .	10	4	-	-	-	-
3. Is the objective for the participant clearly stated?	10	4	-	-	-	-
Suggested Workshop Schedule of Activities (pages 6-7)						
4. Does the schedule seem reasonable, i.e., provide adequate pacing of activities, seem feasible?	4	9	1	-	-	-

5. General Comments: Please indicate any first impression suggestions you have for improving the content, i.e., areas needing further clarification, areas needing less clarification, topics ommitted but needing comment, etc.

- Well organized
- Suggestions for changes were brought out in our discussions after each presentation
- Seems to have unnecessary repetitions
- The schedule should be revised in Region 17 to permit objectives to be reached in one day rather than two. That schedule will be shared with TEA if desired.

(10 no responses)

Section: FIRST DAY'S ACTIVITIES

	1 Definitely Yes	2 Yes	3 No Opinion	4 No	5 Definitely No	No Response
Registration (page 11)						
1. Is the registration procedure clearly stated?	9	4	-	-	-	1
Objective of Workshop and First Day's Activities (page 15)						
2. Is the leader's role in presenting the participant's workshop objective clearly stated?	8	3	-	1	1	1
Activity 4: Warm-Up Activity (pages 17-24)						
3. Is the "success" game activity described in enough detail for you to present it?	7	7	-	-	-	-
4. Is the "Success Story" film clearly described? . . .	7	6	-	-	-	1

5. As of now, would you be more likely to use the game, the film, or some other activity? (check one)

9 game

4 film

- other activity

1 no response

	1 Definitely Yes	2 Yes	3 No Opinion	4 No	5 Definitely No	No Response
Activity 5: Why Career Education (pages 25-36)						
6. Does the material provided in the "panel discussion", supplemented by that in Appendix B, provide enough information to generate an awareness of initial concern about career education?	5	9	-	-	-	-
7. Are the procedures for conducting "group identification of questions about career education" clear?	4	9	-	-	1	-
8. Have you previewed an appropriate media presentation that could be used to accomplish the Activity 5 objective?	2	6	-	5	1	-
9. Do you have anyone in mind who would be an appropriate speaker in accomplishing Activity 5?	1	7	1	4	1	-

Appendix F

		1 Definitely Yes	2 Yes	3 No Opinion	4 No	5 Definitely No	No Response
	Activity 7: Newspapaer Game (pages 39-52)						
10.	Are procedures for the Newspaper Game clearly stated?	5	7	1	-	-	1
11.	Are the examples of what to look for in the newspaper to exemplify the Basic Learner Outcomes for Career Education adequate?	4	8	-	-	-	2
12.	Do the subject examples, following each basic learner outcome category description, adequately illustrate how to infuse a learner outcome into curriculum?	4	8	-	-	-	2
	Activity 9: Brainstorm Activity Ideas Using Basic Learner Outcomes (pages 55-60)						
13.	Are the procedures clearly presented?	8	4	-	-	-	2
14.	Does the example page "It's Not An Add-On" adequately illustrate the use of basic learner outcomes in infusing career education into curriculum?	7	3	2	-	-	2
	Activity 10: Treasure Hunt (pages 61-80)						
15.	Are the procedures for conducting treasure hunt activities clearly specified?	5	7	-	-	-	2
16.	Are the Treasure Trail Questions comprehensive enough to introduce participants to career education resources?	5	7	-	-	-	2
	Activity 11: Concensus Game (pages 81-86)						
17.	Are the procedures adequately described?	6	6	-	-	-	2
	General Comments:						
18.	Do you have any objections to using game type formats for some workshop activities?	1	-	-	6	5	2

Appendix F

19. Please indicate your first impression suggestions for improving the content of the first day activities section. Since there are several topics covered, at least address the one or two areas, if any, that seem least feasible for you or are the least clearly described.

- I believe the activities are appropriate and geared to involving teachers; for they, like students, need to be involved!
- Excellent! I would use activities that provide for group interaction, not use speakers or other activities which leave participants passive.
- All seem very workable for me.
- I need to think about this longer. So far it was ok.
- None
- I thought the guide was very usable. The activities presented were helpful, and I know they will work.
- We will be combining Day 1 and Day 2. Games must be shortened or selected based on time allowed. The goal is to produce the Module. We may substitute film "What do you think?"

(7 no response)

Section: SECOND DAY'S ACTIVITIES

	1 Definitely Yes	2 Yes	3 No Opinion	4 No	5 Definitely No	No Response
Activity 14: Group Completion of a Module (pages 93-106)						
1. Are the procedures for writing the missing module component adequate?	5	6	1	2	-	-
2. Do the "Suggestions for Completing the Learning Moduel Form" provide sufficiently explicit definitions of each module component?	5	8	-	-	-	1
Activity 16: Procedures for Module Writing (pages 109-121)						
3. Are the procedures for module development explained clearly enough for you to assist participants in writing quality modules?	3	10	-	1	-	-
4. Will utilizing the criteria for evaluating a module facilitate the participant's development of a usable module?	4	9	1	-	-	-
Activity 18: Use of Community Resource People to Facilitate Career Education (pages 127-132)						
5. Are the procedures for utilizing community resource people clearly stated?	5	8	-	-	-	1
6. Do you anticipate any difficulty in obtaining necessary resource persons?	2	3	2	6	-	1
7. Does the "Interviewer Prep-Sheet" adequately specify interview format?	4	9	-	-	-	1
Activity 19: Review of Workshop Objective and Benefit of Activities (pages 133-134)						
8. Will you be able to clarify workshop objectives and benefits with participants as a closing activity?	6	8	-	-	-	-

Appendix F

9. General Comments: Indicate any areas which currently appear unclear or in need of improvement. Please include any general observations you have about the entire Leader's Guide, the Participant's Guide or the accompanying materials.

Leader's Guide:

- Super as always
- Good, we're ready
- For myself, I will make a few changes to fit my style of doing a workshop. However, overall, the guide is very adequate and covers everything.
- Activity 14 grouping
- Very good guide - provide all information I think. I will read.
- P. 17 - also it would be helpful to include the corresponding pages of participant's manual.
- Very well organized

(7 no response)

Participant's Guide:

- I didn't mean to open a "can-or-worms" on Performance Objectives
- I feel that workshop participants will need more time for curriculum writing - 1/2 day is not enough time.
- Will page 61 be redone? Appendices especially helpful
- Good
- Good idea to give participants something to carry home.
- Haven't seen this guide as yet.

(8 no response)

Additional Materials:

- Seem adequate
- None available yet

(12 no response)

Section: APPENDICES

	Definitely Yes 1	Yes 2	No Opinion 3	No 4	Definitely No 5	No Response
Appendix A (pages 137-148)						
1. Are the pre-workshop procedures sufficiently complete and detailed?	4	8	1	-	-	1
2. Are the post-workshop procedures sufficiently complete and detailed?	4	8	1	-	-	1
Appendix B (pages 149-176)						
3. Do the documents and information sheets adequately represent information about the history, definition, objectives, and activities in career education? . . .	5	7	-	-	-	2

4. General Comments: Please provide any comments you have regarding the improvement of the two Appendices. Do you have any suggestions for background information that should be included in Appendix B?

- This workshop was excellent. I really feel it will help facilitate our upcoming workshops. It was helpful to interact with the other styles of giving workshops.
- Process comment: super job all hands!
- Adequate

(11 no response)

APPENDIX G

SUMMARY OF RESPONSES
EVALUATION OF ESC
PLANNING SESSION BY ESC WORKSHOP LEADERS

Appendix C

EVALUATION OF ESC PLANNING SESSION BY ESC WORKSHOP LEADERS

Number of Respondents: 13

Please circle the appropriate number.

	Definitely Yes 1	Yes 2	No Opinion 3	No 4	Definitely No 5	No Response
1. Were objectives and purposes of the planning session clearly stated?	9	4	-	-	-	-
2. Were the objectives obtained?	9	4	-	-	-	-
3. Did you receive adequate consultation from planning session leaders or other participants on questions you had about conducting your workshop?	8	5	-	-	-	-
4. Did you have enough time to review the Leader's Guide and obtain explanation of unclear points?	3	7	-	3	-	-
5. Would you have benefited from a more structured training session?	-	-	2	7	3	1
6. Do you anticipate having a lot of difficulty preparing for your workshop?	-	-	-	9	3	1
7. Do you anticipate having a lot of difficulty conducting your workshop?	-	-	-	9	4	-
8. Did you object to evaluating each section of the Leader's Guide during the Planning Session?	-	1	1	9	2	-
9. Does the Leader's Guide and accompanying materials accomplish its stated objective (see page 3)?	8	5	-	-	-	-

Please check the appropriate response to complete each statement.

10. As of now, I expect to modify the workshop as presented in the Leader's Guide:

____-____ extensively

____-____ a great deal

____2____ somewhat

____10____ very little

____1____ not at all

11. I would rate the leadership for the planning session as:

12 excellent
1 good
- average
- fair
- poor

12. Overall, I would rate the Leader's Guide as:

12 excellent
1 good
- average
- fair
- poor

13. Approximately how many hours do you expect to spend in preparation for conducting your workshop?

______________ hours

Responses: 2-4, 2-4, 6, 8, 10, 16, 16-24, 24, 40, 48 (3 no response)

14. Comments regarding the Planning Session:

- Superior - good stuff, great people
- Really great - enjoyed the flexibility and the observation of others doing what I do - got some new, fresh workshop lines and ideas.
- Enjoyable, comforting, informative, supportive.
- Most helpful
- One of the best I have attended. Found the demonstrations of how to conduct activities especially helpful.
- Very well done. Plenty of participation.
- Filled in the gaps in the infusion work I have been attempting to do back in our schools. Thanks!
- Could have spent a little more time in reading the materials and discussing such. However, I don't anticipate any problems in preparing or conducting the workshop.
- The planning session could have been one day only.
- Excellent!

(3 no responses)

APPENDIX H

QUESTIONNAIRES USED IN WORKSHOPS

Appendix H

QUESTIONNAIRES USED IN WORKSHOPS

Background Information on Workshop Participants

Please fill in the blank or mark the most appropriate response. Disregard the numbers over the blanks. They are for coding purposes only.

(1-2)

1. Name: ______________________________

☐ Do Not Mark

2. School District: ______________________________

3. Education Service Center Region: ______________

4. Position: ______________________________ (5)

5. Subject area of your primary classroom responsibility or administrative area (i.e., what subject you spend most of your time teaching?): ______________________________ (6-7)

6. Assignment: (check one) (8)

K-Primary (K-3) . . . . (1)________
Intermediate (4-6) . . . . (2)________
Middle/Junior High . . . . (3)________
High School . . . . (4)________
K-Primary and Intermediate (K-6) . . . . (5)________
Intermediate and Middle/Junior High . . . . (6)________
Other . . . . (7)________

7. How many years of classroom teaching experience do you have? (9)

Less than 5 years . . . . (1)________
5-10 years . . . . (2)________
11-15 years . . . . (3)________
More than 15 years . . . . (4)________

8. Are you: (10)

Male . . . . (1)________
Female . . . . (2)________

9. Are you: (11)

Caucasian/White . . . . (1)________
Black . . . . (2)________
Mexican American . . . . (3)________
American Indian . . . . (4)________
Other. Please specify ______________________________ (5)________

CONTINUED ON THE BACK

10. Have you had any non-teaching work experience? (12)

Yes . . . . (1)________
No . . . . (2)________

11. Did you attend one of the Texas System for Incremental Quality Increase Curriculum Writing Workshops last year? (13)

Yes . . . . (1)________
No . . . . (2)________

12. Have you ever used any career education materials or experiences in your classroom? (14)

Yes . . . . (1)________
No . . . . (2)________

13. Have you had any career education training (i.e., workshops, inservice training, etc.)? (15)

Yes . . . . (1)________
No . . . . (2)________

13a. If yes, how many workshops or training sessions on career education have you attended? (16)

One . . . . (1)________
Two . . . . (2)________
Three . . . . (3)________
Four . . . . (4)________
Five or more . . . . (5)________

14. Have you ever personally developed any career education curriculum materials for classroom use? (17)

Yes . . . . (1)________
No . . . . (2)________

15. Is career education taught in your school now? (18)

Yes . . . . (1)________
No . . . . (2)________

15a. If yes, is it being taught primarily: (19)

As a separate class . . . . (1)________
As a part of several subject areas systematically . . (2)________
As individual teachers feel it is necessary . . . . . . (3)________
Other. Please describe: ____________________________ (4)________

____

16. How familiar are you with the Basic Learner Outcomes for Career Education developed by the Texas Education Agency? (20)

Very Familiar . . . . (1)________
Somewhat familiar . . . . (2)________
Not at all familiar . . . . (3)________

17. Do you favor teaching toward learner (behavioral) objectives? (21)

Yes . . . . (1)________
No . . . . (2)________

For each of the following, please complete the statement with the response that most closely represents your own beliefs. Even though some statements may present difficult choices, be sure to mark only one answer to each.

18. It is most important to develop career education concepts at: (22)

K-Primary (K-3) . . . . (1)________
Intermediate (4-6) . . . . (2)________
Middle/Junior High . . . . (3)________
High School . . . . (4)________
All grade levels . . . . (5)________

19. It is most important to emphasize career education concepts in: (23)

The social studies and/or English curriculums . . . . . (1)________
The math and/or science curriculums . . . . (2)________
The vocational and/or technical skills curriculums . . (3)________
The art and/or music curriculums . . . . (4)________
All subject matter curriculums . . . . (5)________

20. Those individuals who have the most responsibility for conveying career education principles to students are: (24)

Their parents . . . . (1)________
Their teachers . . . . (2)________
School guidance counselors . . . . (3)________
Community leaders and business representatives . . . . (4)________

21. Career education principles would be most appropriately taught: (25)

As part of regular classroom curriculum . . . . (1)________
In special "career awareness" classes . . . . (2)________
In vocational/technical education programs . . . . . . (3)________

22. Compared with other teachers in my area, I would say I have incorporated career education principles: (26)

More than most teachers . . . . (1)________
About the same as most teachers . . . . (2)________
Less than most teachers . . . . (3)________

CONTINUED ON THE BACK

23. Compared with other teachers, I would say my attitude toward career education is: (27)

Very favorable (1)____
Favorable (2)____
Neutral (3)____
Unfavorable (4)____
Very unfavorable (5)____

24. Career education means about the same thing as: (28)

Development of vocational and technical skills (1)____
Development of career opportunity awareness (2)____
Development of self-awareness in relation to career choice (3)____
Development of all of the above (4)____

25. When regular curriculum is career oriented, the academic skills of students can be expected to: (29)

Decline (1)____
Remain about the same (2)____
Improve (3)____

26. Regular classroom teachers should be expected to infuse career education concepts into their curriculums: (30)

Regardless of the subject area or grade level taught (1)____
Only if they volunteer to do so (2)____
Only in particularly appropriate subject areas or grade levels (3)____

27. If I were asked to explain the infusion process to teachers unfamiliar with career education, it would be: (31)

Very easy (1)____
Fairly easy (2)____
Fairly difficult (3)____
Very difficult (4)____

WORKSHOP EVALUATION

Please mark the response in each question that most closely represents your own beliefs. Be sure to mark only one answer on all questions but number 23. Please disregard the numbers over the blanks.

Name: ____________________

1. The objective of the workshop was: (32)

Very clear . . . . (1)________
Adequate, but could be improved with additional clarification . . . . (2)________
Ambiguous and unclear . . . . (3)________

2. The management of materials during the workshop was: (33)

Excellent . . . . (1)________
Adequate . . . . (2)________
Poor . . . . (3)________

3. The pacing of the first day of the workshop was: (34)

Too fast . . . . (1)________
Appropriate . . . . (2)________
Too slow . . . . (3)________

4. The pacing of the second day of the workshop was: (35)

Too fast . . . . (1)________
Appropriate . . . . (2)________
Too slow . . . . (3)________

5. The physical facilities provided for the workshop were: (36)

Excellent . . . . (1)________
Adequate . . . . (2)________
Poor . . . . (3)________

6. The preparation given for module development was: (37)

Excellent . . . . (1)________
Above average . . . . (2)________
Average . . . . (3)________
Below average . . . . (4)________
Inadequate . . . . (5)________

CONTINUED ON THE BACK

7. In comparison to other staff development workshops that you have attended, this workshop was: (38)

One of the best . . . . (1)________
Above average . . . . (2)________
Average . . . . (3)________
Below average . . . . (4)________
One of the worst . . . . (5)________

8. Would you be interested in using the modules produced by this and similar workshops in your own classroom? (39)

Yes . . . . (1)________
Maybe . . . . (2)________
No . . . . (3)________

9. The workshop leadership was: (40)

Excellent . . . . (1)________
Above average . . . . (2)________
Average . . . . (3)________
Below average . . . . (4)________
Poor . . . . (5)________

10. I found writing the module to be: (41)

Very easy . . . . (1)________
Somewhat easy . . . . (2)________
About right . . . . (3)________
Somewhat difficult . . . . (4)________
Very difficult . . . . (5)________

11. The module development format used in the workshop is: (42)

An excellent way to write curriculum . . . . (1)________
A fairly good way to write curriculum . . . . (2)________
A fairly poor way to write curriculum . . . . (3)________
A poor way to write curriculum . . . . (4)________

12. In returning to my classroom, I will: (43)

Very probably write other modules to infuse career education . . . . (1)________
Probably write other infused modules . . . . (2)________
Probably not write other infused modules . . . . . . (3)________
Very probably not write other infused modules . . . . (4)________

For each of the following, please complete the statement with the response that most closely represents your own beliefs. Even though some statements may present difficult choices, be sure to mark only one answer to each.

13. Similar curriculum writing sessions to infuse career education in all classrooms should be conducted primarily: (44)

During normal inservice time . . . . (1)________
In special workshops such as this one . . . . (2)________
In undergraduate teacher preparation courses . . . . (3)________

14. The Basic Learner Outcomes for Career Education are: (45)

Very familiar to me . . . . (1)________
Somewhat familiar to me . . . . (2)________
Not at all familiar to me . . . . (3)________

15. If I were asked to explain the infusion process to teachers unfamiliar with career education, it would be: (46)

Very easy . . . . (1)________
Fairly easy . . . . (2)________
Fairly difficult . . . . (3)________
Very difficult . . . . (4)________

16. It is most important to develop career education concepts at: (47)

K-Primary (K-3) . . . . (1)________
Intermediate (4-6) . . . . (2)________
Middle/Junior High . . . . (3)________
High School . . . . (4)________
All grade levels . . . . (5)________

17. It is most important to emphasize career education concepts in: (48)

The social studies and/or English curriculums . . . . (1)________
The math and/or science curriculums . . . . (2)________
The vocational and/or technical skills curriculums . (3)________
The art and/or music curriculums . . . . (4)________
All subject matter curriculums . . . . (5)________

18. Those individuals who have the most responsibility for conveying career education principles to students are: (49)

Their parents . . . . (1)________
Their teachers . . . . (2)________
School guidance counselors . . . . (3)________
Community leaders and business representatives . . . (4)________

19. Career education principles would be most appropriately taught: (50)

As a part of regular classroom curriculums . . . . . (1)________
In special "career awareness" classes . . . . (2)________
In vocational/technical education programs . . . . . (3)________

20. Career education means about the same thing as: (51)

Development of vocational and technical skills . . . (1)________
Development of career opportunity awareness . . . . . (2)________
Development of self-awareness in relation to
career choice . . . . (3)________
Development of all of the above . . . . (4)________

CONTINUED ON THE BACK

21. When regular curriculum is career oriented, the academic skills of students can be expected to: (52)

Decline . . . . (1)______
Remain about the same . . . . (2)______
Improve . . . . (3)______

22. Regular classroom teachers should be expected to infuse career education concepts into their curriculums: (53)

Regardless of the subject area or grade level taught . . . . (1)______
Only if they volunteer to do so . . . . (2)______
Only in particularly appropriate subject areas or grade levels . . . . (3)______

23. Check all of the following that gave you an idea of an activity that you could use in your own classroom to infuse career education into your curriculum. Disregard any that you did not do in this workshop or are unfamiliar with. (54-62)

"Success Story" game . . . . (1)______
"Success Story" film . . . . (1)______
Newspaper game . . . . (1)______
An activity suggested in the brainstorming of activities using Basic Learner Outcomes . . . . . (1)______
Consensus game . . . . (1)______
Treasure Hunt game . . . . (1)______
Module Writing . . . . (1)______
Use of community resource person . . . . (1)______
Other. Please specify: ______________________________
____ (1)______

24. Participation in the workshop has broadened my understanding of career education: (63)

A great deal . . . . (1)______
Somewhat . . . . (2)______
Very little . . . . (3)______

25. As a result of participation in the workshop, my attitude toward career education has: (64)

Become more favorable . . . . (1)______
Stayed about the same . . . . (2)______
Become more unfavorable . . . . (3)______

26. Did you feel that any of the workshop activities were particularly useful or enjoyable? (65)

Yes . . . . (1)________

No . . . . (2)________

26a. If yes, please cite the activity and its usefulness. (You may use the back for extra space.)

27. Did you feel that any of the workshop activities were not particularly useful nor enjoyable? (66)

Yes . . . . (1)________

No . . . . (2)________

27a. If yes, please cite the activity and its limitations. (You may use the back for extra space.)

28. Additional comments. (You may use the back for extra space.)

THANK YOU

APPENDIX I

BACKGROUND AND EVALUATION RESPONSES BY 1976-77 PROJECT PARTICIPANTS

BACKGROUND AND EVALUATION RESPONSES BY 1976-77 PROJECT PARTICIPANTS

Total Number of Responses: 483*

	Number of Responses	% of Total
I. Background Information		
A. Description of Workshop participants		
1. Grade Assignment:		
K-Primary (K-3)	71	15
Intermediate (4-6)	103	21
Middle/Junior High	116	24
High School	139	29
K-Primary and Intermediate (K-6)	13	3
Intermediate and Middle/Junior High	13	3
Other	26	5
2. Position:		
Teacher	442	92
ESC Staff	5	1
School Administrator	8	1
Curriculum Supervisor or Consultant	8	1
Counselor	15	3
Special Project Staff	3	1
Librarian	1	1
3. Subject area of primary classroom responsibility:		
Agriculture	1	1
Distributive Education	9	2
Fine Arts	8	2
Foreign Language	3	1
Home Economics	17	3
Industrial Arts	4	1
Intermediate or K-Primary Multiple Subjects	64	13
Language Arts/English	162	33
Math	54	11
Occupational Orientation	7	1
Physical Education/Health	6	1
Science	39	8
Social Studies	55	11
Special Education	3	1
Technical and Industrial	5	1
Typing/Business Education	10	2
Other	35	8

* Includes only those who completed the workshop and provided a workshop evaluation.

APPENDIX I

	Number of Responses	% of Total
4. Number of years teaching experience:		
Less than 5 years	137	28
5-10 years	175	36
11-15 years	74	16
More than 15 years	96	20
5. Sex:		
Male	111	23
Female	371	77
6. Race/Ethnicity:		
Caucasion/White	418	87
Black	19	4
Mexican American	37	7
American Indian	1	1
Other	2	1
7. Non-teaching work experience:		
Yes	397	83
No	83	17
8. Attended a TSIQI Curriculum Writing Workshop last year:		
Yes	27	6
No	448	94
9. Previous classroom use of career education materials or experiences:		
Yes	289	61
No	183	39
10. Previous career education training:		
Yes	190	40
No	285	60
10a. Number workshops attended:		
One	80	43
Two	33	17
Three	20	11
Four	13	7
Five or more	41	22
11. Previous development of own career education curriculum materials for classroom use:		
Yes	149	32
No	321	68
12. Career education taught in own school now:		
Yes	320	68
No	148	32
12a. Taught primarily:		
As a separate class	73	24
As a part of several subject areas systematically	85	27
As individual teachers feel it is necessary	140	45
Other	12	4

	Number of Responses	% of Total
13. Incorporation of career education principles in comparison with other teachers:		
More than most teachers	118	26
About the same as most teachers	300	65
Less than most teachers	42	9
B. Initial Participant Attitudes Toward Career Education		
14. Attitude toward career education compared with other teachers:		
Very favorable	188	39
Favorable	229	48
Neutral	53	11
Unfavorable	2	1
Very unfavorable	1	1
15. Most important to develop career education concepts at:		
K-Primary (K-3)	34	7
Intermediate (4-6)	47	10
Middle/Junior High	106	23
High School	70	15
All grade levels	211	45
16. Most important to emphasize career education concepts in:		
Social Studies and/or English curriculums	21	4
Math and/or science curriculums	2	1
Vocational and/or technical skills curriculums	55	12
Art and/or music curriculums	-	-
All subject matter curriculums	389	83
17. Individuals most responsible for conveying career education principles to students:		
Their parents	102	23
Their teachers	277	62
School guidance counselors	52	12
Community leaders and business representatives	15	3
18. Career education principles most appropriately taught:		
As part of regular classroom curriculum	306	66
In special "career awareness" classes	114	24
In vocational/technical education programs	46	10
19. Definition of career education:		
Development of vocational and technical skills	2	1
Development of career opportunity awareness	54	11
Development of self-awareness in relation to career choice	73	15
Development of all of the above	344	73
20. When regular curriculum is career oriented, academic skills of students:		
Decline	15	3
Remain about the same	134	29
Improve	319	68
21. Expectation that teachers infuse career education concepts:		
Regardless of the subject area or grade level taught	290	61
Only if they volunteer to do so	56	12
Only in particularly-appropriate subject areas or grade levels	127	27

	Number of Responses	% of Total
22. Difficulty of explaining the infusion process to teachers unfamiliar with career education:		
Very easy	21	4
Fairly easy	182	39
Fairly difficult	194	41
Very difficult	75	16
23. Familiarity with Basic Learner Outcomes for Career Education:		
Very Familiar	31	6
Somewhat familiar	169	36
Not at all familiar	273	58
24. Favor teaching toward learner (behavioral) objectives:		
Yes	409	91
No	39	9
II. Workshop Evaluation		
A. Evaluation of Workshop Activities		
1. This workshop compared to other staff development sessions:		
One of the best	243	53
Above average	163	36
Average	48	10
Below average	2	1
One of the worst	-	-
2. The workshop objective:		
Very clear	429	91
Adequate, but could be improved with additional clarification	42	8
Ambiguous and unclear	1	1
3. Management of materials during the workshop:		
Excellent	403	85
Adequate	68	14
Poor	1	1
4. Pacing of the first day:		
Too fast	23	5
Appropriate	360	86
Too slow	36	9
5. Pacing of the second day: *		
Too fast	22	5
Appropriate	417	88
Too slow	32	7
6. Physical facilities:		
Excellent	290	62
Adequate	173	37
Poor	7	1

* Region XVII, which condensed the workshop into one day, is included here.

APPENDIX I

	Number of Responses	% of Total
7. Workshop leadership:		
Excellent	311	66
Above average	138	29
Average	21	4
Below average	1	1
Poor	-	-
8. Some particularly useful or enjoyable activities:		
Yes	445	96
No	20	4
9. Some not particularly useful nor enjoyable activities:		
Yes	74	16
No	383	84
10. Activities useable in the classroom to infuse career education:		
"Success story" game	188	63*
"Success story" film	103	75
Newspaper game	334	88
An activity suggested in the brainstorming of activities using Basic Learner Outcomes	260	60
Consensus game	208	54
Treasure Hunt game	174	75
Module Writing	288	59
Use of community resource person	334	77
Other	18	4
11. Prefer curriculum writing sessions be conducted primarily:		
During normal inservice	176	38
In special workshops such as this one	195	42
In undergraduate teacher preparation courses	96	20
12. Preparation for module development:		
Excellent	248	52
Above average	169	36
Average	50	10
Below average	3	1
Inadequate	1	1
13. Writing the module:		
Very easy	82	17
Somewhat easy	152	32
About right	145	31
Somewhat difficult	88	19
Very difficult	3	1
14. Module development format:		
An excellent way to write curriculum	248	52
A fairly good way to write curriculum	216	46
A fairly poor way to write curriculum	4	1
A poor way to write curriculum	1	1

* Reflects the percent checking this activity out of the total number of choices on this item.

APPENDIX I

	Number of Responses	% of Total
15. Using modules produced by this and similar workshops:		
Yes	398	84
Maybe	71	15
No	2	1
16. Writing other modules after returning to the classroom:		
Very probably write other modules to infuse career education	191	42
Probably write other infused modules	221	48
Probably not write other infused modules	41	9
Very probably not write other infused modules	5	1
B. Post-workshop Attitudes Toward Career Education		
17. Degree to which participants broadened understanding of career education:		
A great deal	355	75
Somewhat	107	23
Very little	10	2
18. Attitude toward career education:		
Become more favorable	388	82
Stayed about the same	84	18
Become more unfavorable	-	-
19. Most important to develop career education concepts at:		
K-Primary (K-3)	28	6
Intermediate (4-6)	29	6
Middle/Junior High	45	10
High School	21	4
All grade levels	347	74
20. Most important to emphasize career education concepts in:		
The social studies and/or English curriculums	4	1
The math and/or science curriculums	2	1
The vocational and/or technical skills curriculums	10	2
The art and/or music curriculums	-	-
All subject matter curriculums	456	96
21. Individuals most responsible for conveying career education principles to students:		
Their parents	66	14
Their teachers	371	81
School guidance counselors	17	4
Community leaders and business representatives	3	1
22. Career education principles most appropriately taught:		
As a part of regular classroom curriculums	421	90
In special "career awareness" classes	40	9
In vocational/technical education programs	6	1

	Number of Responses	% of Total
23. Definition of career education:		
Development of vocational and technical skills	1	1
Development of career opportunity awareness	33	7
Development of self-awareness in relation to career choice	65	13
Development of all of the above	371	79
24. When regular curriculum is career oriented, academic skills of students:		
Decline	5	1
Remain about the same	107	23
Improve	359	76
25. Expectation that teachers infuse career education concepts:		
Regardless of the subject area or grade level taught	347	74
Only if they volunteer to do so	70	15
Only in particularly appropriate subject areas or grade levels	53	11
26. Difficulty of explaining the infusion process to teachers unfamiliar with career education:		
Very easy	81	17
Fairly easy	328	70
Fairly difficult	54	12
Very difficult	7	1
27. Familiarity with Basic Learner Outcomes for Career Education:		
Very familiar to me	133	28
Somewhat familiar to me	311	66
Not at all familiar to me	28	6

APPENDIX J

COMPARISON OF 1975-76 AND 1976-77 WORKSHOP EVALUATION RESPONSES BY PARTICIPANTS

APPENDIX J

COMPARISON OF 1975-76 AND 1976-77 WORKSHOP EVALUATION RESPONSES BY PARTICIPANTS

Percentages are given for the first and second project years, 1975-76 and 1976-77. Unless referenced by a footnote, all percentages for 1975-76 were from Phase I workshops since these were most similar in format to the 1976-77 workshops. The total number of participants for 1975-76 Phase I was 468, for 1975-76 Phase II was 411, and for 1976-77 was 483.

	1975-76	1976-77
I. Background Information		
A. Description of Workshop participants		
1. Grade Assignment:		
K-Primary (K-3)	15	15
Intermediate (4-6)	16	21
Middle/Junior High	24	24
High School	33	29
K-Primary and Intermediate (K-6)	12	3
Intermediate and Middle/Junior High		3
Other		5
2. Position:		
Teacher	85	92
ESC Staff	15	1
School Administrator		1
Curriculum Supervisor or Consultant		1
Counselor		3
Special Project Staff		1
Librarian		1
3. Subject area of primary classroom responsibility:		
Agriculture	2	1
Distributive Education	1	2
Fine Arts	3	2
Foreign Language	1	1
Home Economics	3	3
Industrial Arts	4	1
Intermediate or K-Primary Multiple Subjects	27	13
Language Arts/English	14	33
Math	6	11
Occupational Orientation	-	1
Physical Education/Health	4	1
Science	5	8
Social Studies	10	11
Special Education	-	1
Technical and Industrial	1	1
Typing/Business Education	3	2
Other	40	8

APPENDIX J

	1975-76	1976-77
4. Number of years teaching experience:		
Less than 5 years	31	28
5-10 years	30	36
11-15 years	17	16
More than 15 years	22	20
5. Sex:		
Male	27	23
Female	73	77
6. Race/Ethnicity:		
Caucasion/White	90	87
Black	2	4
Mexican American	8	7
American Indian	-	1
Other	-	1
7. Non-teaching work experience:		
Yes		83
No		17
8. Attended a TSIQI Curriculum Writing Workshop last year:		
Yes		6
No		94
9. Previous classroom use of career education materials or experiences:		
Yes	69	61
No	31	39
10. Previous career education training:		
Yes	47	40
No	53	60
10a. Number workshops attended:		
One	45	43
Two	18	17
Three	10	11
Four	9	7
Five or more	18	22
11. Previous development of own career education curriculum materials for classroom use:		
Yes		32
No		68
12. Career education taught in own school now:		
Yes		68
No		32
12a. Taught primarily:		
As a separate class		24
As a part of several subject areas systematically		27
As individual teachers feel it is necessary		45
Other		4

	1975-76	1976-77
13. Incorporation of career education principles in comparison with other teachers:		
More than most teachers	34	26
About the same as most teachers	53	65
Less than most teachers	13	9
B. Initial Participant Attitudes Toward Career Education		
14. Attitude toward career education compared with other teachers:		
Very favorable		39
Favorable		48
Neutral		11
Unfavorable		1
Very unfavorable		1
15. Most important to develop career education concepts at:		
K-Primary (K-3)	7	7
Intermediate (4-6)	7	10
Middle/Junior High	15	23
High School	10	15
All grade levels	61	45
16. Most important to emphasize career education concepts in:		
Social Studies and/or English curriculums	3	4
Math and/or science curriculums	1	1
Vocational and/or technical skills curriculums	7	12
Art and/or music curriculums	1	-
All subject matter curriculums	88	83
17. Individuals most responsible for conveying career education principles to students:		
Their parents	23	23
Their teachers	67	62
School guidance counselors	7	12
Community leaders and business representatives	3	3
18. Career education principles most appropriately taught:		
As part of regular classroom curriculum		66
In special "career awareness" classes		24
In vocational/technical education programs		10
19: Definition of career education:		
Development of vocational and technical skills	1	1
Development of career opportunity awareness	9	11
Development of self-awareness in relation to career choice	23	15
Development of all of the above	67	73
20. When regular curriculum is career oriented, academic skills of students:		
Decline		3
Remain about the same		29
Improve		68
21. Expectation that teachers infuse career education concepts:		
Regardless of the subject area or grade level taught		61
Only if they volunteer to do so		12
Only in particularly appropriate subject areas or grade levels		27

APPENDIX J

	1975-76		1976-77
22. Difficulty of explaining the infusion process to teachers unfamiliar with career education:			
Very easy			4
Fairly easy			39
Fairly difficult			41
Very difficult			16
23. Familiarity with Basic Learner Outcomes for Career Education:			
Very Familiar	3		6
Somewhat familiar	33		36
Not at all familiar	64		58
24. Favor teaching toward learner (behavioral) objectives:			
Yes			91
No			9

II. Workshop Evaluation

A. Evaluation of Workshop Activities

	1975-76		1976-77
1. This workshop compared to other staff development sessions:			
One of the best	50	37*	53
Above average	38	46	36
Average	10	13	10
Below average	1	2	1
One of the worst	-	2	-
2. The workshop objective:			
Very clear	74		91
Adequate, but could be improved with additional clarification	25		8
Ambiguous and unclear	1		1
3. Management of materials during the workshop:			
Excellent	71	84*	85
Adequate	27	16	14
Poor	2	-	1
4. Pacing of the first day:			
Too fast	8		5
Appropriate	82		86
Too slow	10		9
5. Pacing of the second day:			
Too fast	13		5
Appropriate	83		88
Too slow	4		7
6. Physical facilities:			
Excellent		61*	62
Adequate		36	37
Poor		3	1

* Percentages from 1975-76 Phase II workshops.

	1975-76	1976-77
7. Workshop leadership:		
Excellent	75*	66
Above average	20	29
Average	4	4
Below average	1	1
Poor	-	-
8. Some particularly useful or enjoyable activities:		
Yes	95	96
No	5	4
9. Some not particularly useful nor enjoyable activities:		
Yes	18	16
No	82	84
10. Activities useable in the classroom to infuse career education:		
"Success story" game	14	10
"Success story" film	1	5
Newspaper game	16	18
An activity suggested in the brainstorming of activities using Basic Learner Outcomes	5	14
Consensus game	5	11
Treasure Hunt game	-	9
Module Writing	13	15
Use of community resource person	-	17
Other	-	1
11. Prefer curriculum writing sessions be conducted primarily		
During normal inservice		38
In special workshops such as this one		42
In undergraduate teacher preparation courses		20
12. Preparation for module development:		
Excellent	50	52
Above average	47	36
Average		10
Below average		1
Inadequate	3	1
13. Writing the module:		
Very easy		17
Somewhat easy		32
About right		31
Somewhat difficult		19
Very difficult		1
14. Module development format:		
An excellent way to write curriculum	40*	52
A fairly good way to write curriculum	59	46
A fairly poor way to write curriculum		1
A poor way to write curriculum	1	1

* Percentages from 1975-76 Phase II workshops.

APPENDIX J

	1975-76	1976-77
15. Using modules produced by this and similar workshops:		
Yes	89	84
Maybe	10	15
No	1	1
16. Writing other modules after returning to the classroom:		
Very probably write other modules to infuse career education		42
Probably write other infused modules		48
Probably not write other infused modules		9
Very probably not write other infused modules		1
17. Degree to which participants broadened understanding of career education:		
A great deal		75
Somewhat		23
Very little		2
B. Post-workshop Attitudes Toward Career Education		
18. Attitude toward career education:		
Become more favorable	81*	82
Stayed about the same	18	18
Become more unfavorable	1	-
19. Most important to develop career education concepts at:		
K-Primary (K-3)		6
Intermediate (4-6)		6
Middle/Junior High		10
High School		4
All grade levels		74
20. Most important to emphasize career education concepts in:		
The social studies and/or English curriculums		1
The math and/or science curriculums		1
The vocational and/or technical skills curriculums		2
The art and/or music curriculums		-
All subject matter curriculums		96
21. Individuals most responsible for conveying career education principles to students:		
Their parents		14
Their teachers		81
School guidance counselors		4
Community leaders and business representatives		1
22. Career education principles most appropriately taught:		
As a part of regular classroom curriculums		90
In special "career awareness" classes		9
In vocational/technical education programs		1

* Percentages from 1975-76 Phase II workshops.

APPENDIX J

	1975-76	1976-77
23. Definition of career education:		
Development of vocational and technical skills		1
Development of career opportunity awareness		7
Development of self-awareness in relation to career choice		13
Development of all of the above		79
24. When regular curriculum is career oriented, academic skills of students:		
Decline		1
Remain about the same		23
Improve		76
25. Expectation that teachers infuse career education concepts:		
Regardless of the subject area or grade level taught	58*	74
Only if they volunteer to do so	21	15
Only in particularly appropriate subject areas or grade levels	21	11
26. Difficulty of explaining the infusion process to teachers unfamiliar with career education:		
Very easy	39*	17
Fairly easy	57	70
Fairly difficult		12
Very difficult	4	1
27. Familiarity with Basic Learner Outcomes for Career Education:		
Very familiar to me	24*	28
Somewhat familiar to me	72	66
Not at all familiar to me	4	6

* Percentages from 1975-76 Phase II workshops.

APPENDIX K

FOLLOW-UP INTERVIEW WITH ESC WORKSHOP LEADERS

Appendix K

FOLLOW-UP INTERVIEW WITH ESC WORKSHOP LEADERS

1. Have you used any of the curriculum writing workshop activities since your TSIQI fall workshop?

	N	%
Yes	8*	80
No	2	20

(1a.) If "yes", in what type of "setting"?

In-service	17	85
Title IV project	1	5
Drug Education Coordinators meeting	1	5
Management/Team training for LEA staff	1	5

(1b.) Who were the participants? (educators, businessmen, etc., grade levels, subject areas)

K-12 teachers	17	85
LEA staff	2	10
Drug Education Coordinators	1	5

(1c.) How were the participants recruited?

Required in-service	15	75
Volunteered	5	25

(1d.) Which activities were used?

Awareness of Career Education Activities (i.e., Newspaper Game, Why Career Education?, films, Success Story)	23	37
Module Writing	18	29
Brainstorming	13	21
Resource Person	4	6
Matrix Activity for Scope and Sequence	2	3
All except Consensus Game	1	2
Consensus Game	1	2

(1e.) What was the outcome - did the activities serve the purpose; did the participants react positively or negatively?

Positively	20	100
Negatively	0	-

* These eight ESCs held 20 workshop sessions among them.

(1f.) Were there any costs involved? If so, what were they and how were they paid?

	N	%
(1) Costs:		
Yes	20	100
No	0	--
(2) How paid:		
ESC	18	90
Drug Education Co-op	1	5
Title IV project	1	5

(1g.) What changes, if any, were made in activities?

	N	%
None	18	90
Adapted to Region XVII training model	1	5
Group completion - completed as one group rather than two rounds	1	5

2. Do you have any plans for using the activities before June 30, 1977?

	N	%
Yes	2	20
Unsure	3	30
No	5	50

(2a.) If YES, ask:

(1) setting:	LEA LEA
(2) participants - who:	Counselors Teachers
(3) participants - how recruited:	Invitation Regional In-service
(4) activities planned:	Not yet known Introduction to Infusion Process
(5) intended purpose:	Training public school counselors Introduction to Infusion Process
(6) costs and how paid:	By college sponsoring seminar ESC
(7) modifications in activities:	Not yet known None

Appendix K

	N	%
(2b.) Do you have any plans for using the activities in 1977-78 school year?		
Yes	5	50
Unsure	4	40
No	1	10

(2b.) Comments:

- At any opportunity requested
- Next fall during in-service
- Depends upon requests from LEAs
- Two sessions planned in July - (1) K-6, (2) 7-12th grades

(2c.) What circumstances have prevented you from doing additional staff development using the infusion process activities?

Comments:

- No money (thus no adequate staff) to push the training or availability of training
- Other responsibilities
- Emphasis has been on Learning Centers, using media as infusion method, consulting with Occupational Orientation teachers, puppets, bulletin board, "Hop, Skip, and Jump to the World of Work."
- Illness of ESC career education coordinator

3. What ancillary benefits from the fall workshops can you identify?

(3a.) benefits during the workshop itself -- comments:

- Interaction of all levels of teachers
- Participants trained to be facilitator
- Positive attitudes toward career education
- Interaction of teachers to different schools
- Writing process itself
- Interaction of all school personnel
- Recognition of resources to support all instruction
- Training and exposure for potential management team members

(3b.) benefits since the workshop was held -- comments:

- Increase circulation of materials from ESC career education library
- Additional people to write regarding legislation
- Used participants as facilitators in later workshop
- Participants identified as contact persons in LEAs
- Adaptation of Crime Prevention and Drug Education Program
- More schools requesting team training
- Generally improved teachers' attitudes
- Have not yet been determined

Appendix K

	N	%
4. Have you had any contact with workshop participants since fall?		
Yes	7	70
No	3	30

(4a.) If YES, ask: Have you had any reports of participants:

(1) developing additional career oriented learning activities for their own classroom -- comments:

- Yes - with some
- Yes - quite a bit
- Yes, 10 or 12
- Not specifically
- On an individual basis
- No
- One LEA has gone with the curriculum writing model used in the workshop

(2) initiating career education staff development sessions or other career education activity within their schools -- comments:

- Yes - with some
- One counselor has attempted to initiate some
- Some teachers working with counselor
- Not specifically
- One LEA--teachers have begun work on an informal basis
- Some schools who participated at requested team training from ESC
- Several reported they would, but no follow-up

(3) having problems with returning to their schools and doing any career education (i.e., resistance from principles or other staff, lack of resource materials, etc.) -- comments:

- No problems reported
- Some difficulty in getting it incorporated into regularly scheduled in-service (reported by one ESC)

(4b.) If No, ask: Do you think any of the participants continued writing infused modules or started career education activities within their schools? -- comments:

- Really don't know (reported by three ESCs)

APPENDIX L

EVALUATION OF TEAM TRAINING IN REGION XVII CAREER ORIENTED EDUCATION MANAGEMENT/IMPLEMENTATION MODEL

Appendix L

EVALUATION OF TEAM TRAINING IN REGION XVII CAREER ORIENTED EDUCATION MANAGEMENT/IMPLEMENTATION MODEL

Number of Respondents: 20

Post-Training: Self-Assessment Activity:

This activity is scheduled at the completion of Career Oriented Education Management Team training. The self-assessment activity is designed to:

(1) Provide an opportunity for each participant to assess individual progress in the training activities and

(2) Provide information that might assist in future revisions/modifications of the training procedures and/or materials.

AS PERCEIVED BY YOU, the relative strength or degree of each Management Team training activity has been successfully completed by you per the following rating scale:

1: Very Inadequate--I don't understand this activity and retraining is needed in this activity before I can perform.

2: Not Adequate--I have major questions and/or reservations about this activity. Assistance is probably needed.

3: Adequate--I can perform reasonably well with this activity. Assistance with this activity is not needed.

4: Very Adequate--I have no reservations about my performance in this activity.

MAJOR TRAINING ACTIVITIES

Assess Individual Progress in Each Training Activity by Checking the Appropriate Rating Scale to the Right	Very Inadequate 1		Not Adequate 2		Adequate 3		Very Adequate 4	
	N	%	N	%	N	%	N	%
Activity 1. Management/Implementation Team Concept	0	-	0	-	8	40	12	60
Activity 2. Model Description Package	0	-	0	-	10	50	10	50
Activity 3. Basic Learner Outcomes	0	-	0	-	6	30	14	70
Activity 4. Student Performance Objectives	0	-	0	-	7	35	13	65
Activity 5. Teacher Guide	0	-	0	-	5	25	15	75
Activity 6. Catalog of Activities	0	-	0	-	5	25	15	75
Activity 7. Management/Implementation Team Instructions	0	-	0	-	9	45	11	55
Activity 8. ESC Management/Implementation Tasks	0	-	0	-	10	50	10	50
Activity 9. Followup Tasks	0	-	0	-	11	55	9	45
Activity 10. Other (specify)	0	-	0	-	0	-	0	-

Appendix L

Comments:

- "Very useful model"
- "This has been so well organized and presented. The variety of speakers and fast pace kept my interest high throughout the workshop. It has been most enjoyable and informative. You have provided an excellent model for us to follow."
- "Well presented program. Process and product good."
- "The entire presentation was lucid and concise."
- "Excellent."
- "I appreciate the opportunity to have participated in this program. Thought it was well done--content and process. Really felt that I picked up some valuable ideas and suggestions."
- "An excellent tool!"
- "Great workshop--Looking forward to follow-up day. Staff was friendly, cooperative, and well-skilled."
- "Very effective presentation."

APPENDIX M

EVALUATION OF REGION XVII CAREER ORIENTED EDUCATION GUIDE

Appendix M

EVALUATION OF REGION XVII CAREER ORIENTED EDUCATION GUIDE

Post-Training: Assessment of the Career Oriented Education Guide:

This activity is scheduled at the completion of the Management/Implementation Team training and use of the "Career Oriented Education Guide." The assessment activity is designed to:

(1) Provide an opportunity for each participant to assess the various sections of the "Career Oriented Education Guide" as provided in the training activities and
(2) Provide information that might assist in future revisions/modifications of the "Career Oriented Education Guide."

AS PERCEIVED BY YOU, each of the various sections of the "Career Oriented Education Guide" is rated by the following scale:

1: Very Inadequate--A complete revision is needed.
2: Not adequate--Moderate revision is needed.
3: Adequate--Some revision might be needed.
4: Very Adequate--Little or no revision is needed.

CAREER ORIENTED EDUCATION GUIDE

Assess Each Section of the Guide by Checking the Appropriate Rating Scale to the Right	Very Inadequate 1		Not Adequate 2		Adequate 3		Very Adequate 4	
	N	%	N	%	N	%	N	%
Section A: Model Description Package	0	-	0	-	5	25	15	75
Section B: Teacher's Guide: Outcomes and Objectives	0	-	0	-	5	25	15	75
Section C: Teacher's Guide: Activities	0	-	0	-	4	20	16	80
Section D: Teacher's Guide: Materials, Equipment and Supplies	0	-	0	-	7	35	13	65
Section E: Teacher's Guide: Evaluation	0	-	0	-	11	55	9	45
Section F: Catalog of Activities	0	-	0	-	6	30	14	70
Section G: Team Instructions	0	-	0	-	7	35	13	65

Appendix M

Comments:

- "Again, very well done!"
- "Would like to see this process developed in many additional areas."
- "This is an excellent package of materials and it was presented very well."
- "Perhaps greater use of CEMS data as needs assessment would be good."
- "All materials and processes I found very adequate and well thought out. Commend Region XVII."
- "Need to revise to fit materials in our ESC."
- "There seemed to be some confusion among our team as to the individual teachers circling the outcomes that should be addressed in an initial setting. It was clear to me but if some were confused you might need to re-evaluate the presentation."

APPENDIX N

FOLLOW-UP ADAPTATION AND USE OF THE REGION XVII CAREER ORIENTED EDUCATION MANAGEMENT/IMPLEMENTATION TEAM MODEL

Appendix N

FOLLOW-UP ADAPTATION AND USE OF THE REGION XVII CAREER ORIENTED EDUCATION MANAGEMENT/IMPLEMENTATION TEAM MODEL

Number of Respondents: One Per Team with 5 ESC Teams Attending

The responses of your ESC team to the following questions will provide documentation of how your ESC team is using or plans to use the Region XVII model. The questions provide only a structure for the information, so please be as thorough as possible to give us a clear picture of your activities in this area. We need only one response per ESC team but expect all team members to contribute.

I. Progress Since Last Session

	ESC Region				
	III	VI	VII	XIII	XIV
1. How many team meetings have you had since the presentation in February? . . . . (average: 2.2 meetings)	1	1	2	4	3
2. Has your ESC team established any timelines or schedules for revising the model, contacting LEAs, establishing and training LEA teams, etc.? (including through the 1977-78 school year.) . .	Yes	No	Yes	Yes	Yes

2a. If YES, please attach or write in your schedule. Be as specific as possible in detailing both past and/or planned activities.

Dates	Activities

All but one ESC provided a schedule. They ranged from May through June, 1977, to May, 1977, through May, 1978. Activities described awareness sessions, LEA team training and consulting.

2b. If NO, do you anticipate having a schedule set up by the end of May, 1977?	N/A	Yes	N/A	N/A	N/A
3. Has your ESC team selected and/or contacted any LEAs regarding training?	Yes	No	Yes	Yes	No
3a. If YES, please answer the following questions.					
(1) How many LEAs were contacted?	12	N/A	3	60	N/A

Appendix N

(2) How were the LEAs selected?

III: personal conference with curriculum directors
VII: two had indicated interest in career education, one picked randomly - none with career education in district
XIII: invited to awareness sessions - wait till LEAs request assistance

(3) How were the LEAs contacted?

III: verbal presentation made at regional meetings for accreditation and student services will hold mini-showcase of programs for next year and will present career education then
VII: telephone and follow-up school site visits
XIII: mailed invitation to attend

(4) What problems if any were encountered in identifying and contacting LEAs?

III: busy time of year
VII: none
XIII: busy time of year

3b. If NO, (have not contacted any LEAs yet), please answer the following questions.

	ESC Region				
	III	VI	VII	XIII	XIV
(1) How many LEAs do you anticipate contacting before July, 1977	N/A	none	N/A	N/A	N/A[1]

(2) How do you plan to select LEAs?

VI: LEAs will be selected on basis of priority areas

(3) How do you plan to contact LEAs?

VI: contact on personal basis or at special meeting to focus on common needs

(4) What types of problems, if any, do you anticipate in selecting and/or contacting LEAs?

VI: none

---

[1] Region XIV was already in a training cycle with 18 LEAs from their 1976-77 Title IV C project.

	ESC Region III	VI	VII	XIII	XIV
4. Has your ESC team started training any LEA teams?	No	No	No	No	No
4a. If YES, indicate how much training has occurred and the response to the training, both positive and negative reactions . . .	N/A	N/A	N/A	N/A	N/A
4b. If NO, do you anticipate starting training with any LEA teams before July, 1977? . . .	No	No	No	No	No
5. Has your ESC team contacted Region XVII team members for consultation since the February session?	Yes	No	Yes	Yes	No

5a. If YES, what type of assistance was sought?

III: suggestions and materials about awareness
VII: bought transparencies
XIII: bought transparencies

5b. If YES, was the assistance provided adequate and appropriate? (please comment)

III: prompt, courteous
VII: no comment
XIII: helpful, prompt

II. Revisions in Region XVII Management/Implementation Model

1. In the following table, indicate how appropriate each section of the Region XVII Career Oriented Education Guide is for actual use in your region. Check one of the ratings to the right of each section, such that:

1 = Very inappropriate -- a complete revision is needed
2 = Somewhat inappropriate -- moderate revision is needed
3 = Somewhat appropriate -- some revision is needed
4 = Very appropriate -- little or no revision is needed

Section of Guide	Very Inappropriate 1	Somewhat Inappropriate 2	Somewhat Appropriate 3	Very Appropriate 4
Model Description Package			VII, XIII XIV	III, VI
Teacher's Guide: Outcomes and Objectives			XIII, XIV	III, VI, VII
Teacher's Guide: Activities			XIII	III, VI VII, XIV
Teacher's Guide: Materials, Equipment and Supplies			III, VII XIII, XIV	VI
Teacher's Guide: Evaluation			XIII, XIV	III, VI VII
Catalog of Activities			VII, XII	III, VI XIV
Team Instructions		XIV	XIII	III, VI VII

Appendix N

2. If you have made or plan to make revisions, briefly describe the kinds of changes the team is making in each section. Also check the state of progress of revisions. If no revisions are being made, check "not planned" and continue.

Section of Guide	Not Planned	Planned but Not Started	In Progress	Completed
Model Description Package	VI, VII, XIII, XIV		III	
Teacher's Guide: Outcomes and Objectives	VI, VII, XIII, XIV	III		
Teacher's Guide: Activities	VI, VII, XIII, XIV	III		
Teacher's Guide: Materials, Equipment and Supplies	XIII, XIV	III, VI, VII		
Teacher's Guide: Evaluation	VI, VII, XIII, XIV	III		
Catalog of Activities	VI, XIV	III, VII, XIII		
Team Instructions	VI, VII, XIII, XIV	III		
Additions to Region XVII Model (please specify)	III, VI, XIV	VII		

	ESC Region				
	III	VI	VII	XIII	XIV
3. Are there any philosophical differences between the original model and your ESC team's approach?	No	No	No	No	No
3a. If YES, briefly indicate what changes in emphasis your ESC team is making.	N/A	N/A	N/A	N/A	N/A

APPENDIX O

EVALUATION OF REGION XVII CAREER ORIENTED EDUCATION FOLLOW-UP TRAINING

Appendix O

EVALUATION OF REGION XVII CAREER ORIENTED EDUCATION FOLLOW-UP TRAINING

May 2, 1977
Number of Respondents: 24

To document your response to the follow-up training session for our final project report, please indicate your position on each of the five point scales given below.

1. Were the reports of other teams' progress of interest to you?

4.4*
1 2 3 4 | 5 6
Very uninteresting — Very interesting

2. Were discussions of problems adequate enough to resolve concerns you have regarding use of the model?

3.8
1 2 3 | 4 5 6
Very inadequate — Very adequate

3. Were you able to make progress toward adaptation and/or use of the model in your team meeting today?

4.2
1 2 3 4 | 5 6
Not much progress — A great deal of progress

4. During today's follow-up session, was consultation by Region XVII resource persons adequate?

4.7
1 2 3 4 | 5 6
Very inadequate — Very adequate

5. Is a follow-up session, such as the one today, for training ESC teams necessary?

3.3
1 2 3 | 4 5 6
Unnecessary — Necessary

6. Do you anticipate needing additional consultation and/or follow-up team "problem solving" sessions with Region XVII resource people?

3.2
1 2 3 | 4 5 6
Definitely no — Definitely yes

* Response averages are indicated above each scale.

Appendix O

OVERALL EVALUATION OF REGION XVII CAREER ORIENTED EDUCATION MANAGEMENT/IMPLEMENTATION TRAINING

Number of Respondents: 5 ESC Teams

The Education Service Center - Region XVII entered into an agreement with the Texas Education Agency to provide Management/Implementation Training in Career Oriented Education to your Education Service Center Team. As part of the program evaluation, your responses and/or suggestions relating to the following statements are requested. Response averages are indicated above each scale.

1. In your opinion, to what extent is/was the Career Oriented Education Management/Implementation model suitable for schools in your region?

4.5

1	2	3	4	5
Not		Moderately Suitable		Very Suitable

Comments:

- We have elected to use the model.
- Excellent model.
- It seems very suitable for our region since its adaptable for all types of school districts.

2. To what extent was appropriate information concerning the Management/ Implementation Model made available to your ESC Team?

   a. During the initial installation of the program? (Feb.-Apr. 1977)

4.2

1	2	3	4	5
Little or No Information		Adequate Information		More Than Adequate Information

Comments:

- Was not present but received information at CPDE session.
- The materials are excellent.
- The sessions were very well planned.

   b. During the Follow-up Session?

4.1

1	2	3	4	5
Little or No Information		Adequate Information		More Than Adequate Information

Appendix O

3. To what extent were suitable team training materials provided by the Education Service Center - Region XVII?

4.5

1	2	3	4	5
Little or No Materials Provided		Adequate		More Than Adequate Materials

4. Were the consultation services promised made available to your team?

4.6

1	2	3	4	5
Not Helpful		Adequate Help		Very Helpful

5. To what extent do the instructional and/or staff materials used in the program affect the potential for adoption of the Career Oriented Education Management/Implementation model by other districts?

4.6

1	2	3	4	5
Greatly Decreases Chances for Adoption		Insignificant Factor on Adoption		Greatly Increases Chances for Adoption

Comments:

- The Career Education Model is outstanding.
- Due to funding and staff limitations, our primary focus at this time is implementing an ESC Management/Implementation Team and a thrust in LEAs on a limited project of highest regional priority.

6. To what extent do the types, amount, and cost for instructional materials affect the potential for adoption of the Career Oriented Education Management/Implementation model to school districts?

4.0

1	2	3	4	5
Greatly Decreases Chances for Adoption		Insignificant Factor on Adoption		Greatly Increases Chances for Adoption

Comments:

- This could go anywhere and be made suitable for all types of districts.

Appendix O

7. To what extent does the requirement for special equipment affect the potential for adoption of the Career Oriented Education Management/Implementation model by other school districts?

4.1
1 — 2 — 3 — 4| — 5

Too Much Special Equipment Needed	Some Special Equipment Needed	No Special Equipment Needed

Comments:

- No effect.
- None.
- Not needed - have what we need.
- No need for unique facilities.

8. To what extent does the need for unique facilities affect the potential for adoption of the Career Oriented Education Management/Implementation model by other school districts?

4.1
1 — 2 — 3 — 4| — 5

Too Many Unique Facilities Needed	Some Unique Facilities Needed	No Unique Facilities Needed

Comments:

- Time is critical here, we will provide it.
- Minimum of "truly an advantage:" - Very good selling point for model.
- Moderately.
- None.
- No effect.
- This does not effect adoption.

9. To what extent does the cost and/or time for staff training affect the potential for adoption of the Career Oriented Education Management/Implementation model by other school districts?

3.6
1 — 2 — 3 — | — 4 — 5

Cost/Time Highly Significant	Cost/Time Moderately Significant	Cost/Time Not Significant

Comments:

- Staffing needed.
- Hopefully, very successful regionwide.
- I think it would appeal to all types of districts since each can individualize its own program.

Appendix O

10. To what degree do you perceive that this program could/will be successful in your region?

			4.0	
1	2	3	4	5
Little or None		To a Moderate Degree		To a High Degree

Comments:

- Hopefully, very successful regionwide.
- I think it would appeal to all types of districts since each can individualize its own program.
- Staffing needed.

Suggestions or Recommendations

a. Management/Implementation Concept:

- Great!
- We are adapting.
- I think this concept could be used for many areas.
- The fact that the superintendent must be involved seems to be an important key.
- We like it - we will try it.
- I really like the concept.
- Include a needs assessment in which requisite competencies and skills are specified.
- This appears to be an excellent program (concept).
- I feel it will enhance our (ESC) operation.
- Good model.
- More information on how to take schools where they are rather than an entire regrouping.

b. Career Oriented Education Training Materials:

- Very good.
- It fits well into our Title IV C Project.
- Very good.
- If you develop more materials, we would like to have copies.
- The materials are very fine.
- Excellent - would use if resources available.

APPENDIX P

FORT WORTH ISD CAREER EDUCATION STAFF DEVELOPMENT PROJECT AND EXAMPLES OF INFUSED MODULES PRODUCED

Appendix P

FORT WORTH ISD CAREER EDUCATION STAFF DEVELOPMENT PROJECT AND EXAMPLES OF INFUSED MODULES PRODUCED

I. Purpose:

To develop, test, and establish a product and process which will enhance the staff development of secondary teachers in the areas of mathematics, English, science, social studies and elementary teachers, K-5, in implementing career education through existing curriculum.

II. Objectives:

A. Conduct a demonstration approach related to a staff development product and process for science and mathematics using a scientific approach for evaluation by March 3, 1977.

B. Using the data resulting from the demonstration phase, develop and publish a prototype design for building level use by individual teachers and groups of teachers by March 31, 1977.

C. Test the prototype with groups of teachers at the elementary and secondary instructional levels by June 17, 1977.

III. Procedures

A. Phase I: Demonstration Phase

1. Select 10 teachers each from science and mathematics in grades 8 and 10.
2. Conduct a staff development workshop for selected demonstration teachers and resource teachers from the two instructional areas. (2 days)
3. Conduct the demonstration instructional phase during 8-10 weeks of the winter quarter.
4. Assess and evaluate the demonstration through pretest and posttest.
5. Make recommendations for staff development approaches for process and product.

Appendix P

B. Phase II - Develop Prototype

1. Develop staff materials based on results of Phase I.

2. Develop prototype to include:

   a. Background of Career Education - need, etc.

   b. District direction

   c. Basic Learner Outcomes

   d. Subject area priorities

   e. Infusion as an instructional process

   f. Evaluation for teacher use

3. Public limited number of prototype for testing

C. Phase III - Process and Product Testing

1. Provide staff development activities for resource teacher in mathematics, science, English and social studies relevant to facilitating the career education staff development process and product. (2 days).

2. Test the product through the academic resource teachers by enabling each discipline to work with 30 selected teachers from middle schools and high schools. (2 days).

3. Test the elementary process and product with one total faculty of a voluntary school.

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Mathematics

LEVEL: 7A
(8th grade)

CAREER EDUCATION LEARNER OUTCOME: 4:05 The student should understand the importance of staying with a task until it is completed.

PERFORMANCE OBJECTIVE: After completing an individualized lesson on multiplication with decimals, the student will be able to state the importance of staying with the assigned lesson until it is completed.

Curriculum Content	Activities	Resources/Suggestions
MULTIPLICATION WITH DECIMALS	The student will:	
Using basic multiplication skills with whole numbers Terms . factors . product . locating decimal . decimal place	1. Listen to and participate in a teacher-led discussion of multiplying decimal numerals.	Teacher Information: Point out that the decimal must be correctly located in the product. The number of decimal places in the product is equal to the sum of the number of decimal places in the factors.
Multiplying with decimals	2. Explain examples given on p. 23 of 7A Booklet.	Booklet 7A, Lesson 7A-9 Multiplication with Decimals, pp. 23-26.
	3. When asked to do so, orally give his or her answers to problems.	
	4. Listen and observe as the teacher explains how to multiply with decimals.	

Curriculum Content	Activities	Resources/Suggestions
	5. Work sample problems given by teachers on the board.	**Teacher Information:** Check answers to sample problems to be sure all students understand concept.
	6. Assign Exercise 7A-9 in 7A Booklet, p. 26.	**Teacher Information:** Make it clear to students that it is important to stay with this lesson until it is completed in order to learn how to multiply with decimals.
	7. When asked to do so, give his or her opinion of the importance of completing the assignment in order to learn multiplication with decimals.	

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Biology II

GRADE LEVEL: 10

CAREER EDUCATION LEARNER OUTCOME: 8:17 The student should realize that there are many factors that affect the supply of items or services for sale, such as: labor and material resources, prices of related goods and technology.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate an understanding that a lack of hormones, which can be considered to be a material resource to the human body, will affect the functioning of the various glands in the endocrine system in providing additional resources to the body and in servicing the body.

Curriculum Content	Activities	Resources/Suggestions
ENDOCRINE SYSTEM: SUPPLY OF HORMONES, VITAMINS	The student will:	
Function of hormones . regulates enzymes . acts as coenzymes . regulates cellular activities . controls reactions of various organs	1. Read pp. 451-465 in the text on the function, types and action of hormones.	Text: Smallwood, Wm. L. and Edna R. Green, Biology, Morristown, New Jersey: Silver Burdett Company, 1968, pp. 451-465.
Types of hormones Examples: . insulin - pancreas . thyroxin - thyroid . ACTH - adrenal	2. Participate in a class discussion of the function of hormones and types of hormones.	
	3. Discuss the following statement from the text: "Our knowledge of the action of vitamins and hormones has come, to a great extent from the study of conditions that result when there is an excess or a deficiency of a vitamin or hormone, either condition, too much or too little, produces an unbalanced state that may be called a diseased state."	Text: p. 452

Curriculum Content	Activities	Resources/Suggestions
Identification of conditions produced by over or undersupply of hormones	4. Participate in one of several groups to research conditions which can occur in one of the endocrine glands when there is an unbalance in the system, identifying the factors affecting the supply of the needed item, such as lack of resources, by the system and the resultant effect.	Resources: Library, school or community. Teacher Information: Equate deficiency or over supply of hormones or vitamins as a "resource" needed by the body and help students identify the factors which cause such deficiencies or oversupply.
	5. Assist in presenting the groups findings to the class.	
Identification of factors which affect the supply of resources, such as hormones, needed by the Endocrine System to function	6. Participate in a teacher-led class discussion to identify the reasons why, or factors, which affect the supply of such resources, needed by the endocrine systems such as hormones.	
	7. Help brainstorm similar situations in industry or the community identifying the factors that affect the supply of items or services, such as materials and compare to the situation which occurs in the body.	Analogies

EVALUATION: The student will demonstrate an understanding that a lack of hormones, which can be considered to be a material resource to the human body, will affect the functioning of the various glands in the endoctrine system in providing additional resources to the body and in servicing the body.

APPENDIX Q

EVALUATION OF CRIME PREVENTION AND DRUG EDUCATION INFUSION WORKSHOP

Appendix Q

EVALUATION OF CRIME PREVENTION AND DRUG EDUCATION INFUSION WORKSHOP

1. What was your initial attitude about attending this session?

4.8*

1 2 3 4 | 5 6

Very negative — Very positive

2. To what extent were the objectives of this workshop clearly stated?

4.8

1 2 3 4 | 5 6

Unclearly — Clearly

3. The effectiveness of the consultant's presentation was:

5.2

1 2 3 4 5 | 6

Ineffective — Effective

4. To what extent did you feel involved in this workshop?

4.9

1 2 3 4 | 5 6

Not at all — Extensively

5. How do you characterize your learnings from the workshop experience?

4.8

a. 1 2 3 4 | 5 6

Very limited — Very extensive

4.1

b. 1 2 3 4 | 5 6

Not very useful — Very useful

6. To what extent have you gained sufficient knowledge and/or skills to implement the objectives of this workshop?

4.6

1 2 3 4 | 5 6

Not at all — Totally

* Average response noted above each scale.

Appendix Q

FOLLOW-UP EVALUATION OF CRIME PREVENTION AND DRUG EDUCATION INFUSION WORKSHOP

Number of Respondents: 21 (91%)*

Please indicate what use, if any, you have made of the Career Education Infusion Workshop materials.

	N	%
1. Have you used the leaders guide or any of the activities in it?		
Yes	9	45
No	11	55

1a. If YES: Please indicate the setting, the type of participants, the purpose of the session, the activity(ies) used, and the outcome (was it successful?). If you have used the materials more than once, indicate how many occasions and briefly summarize the results.

	N	%
Number of times used: (28 sessions total)		
Once	4	45
Twice	2	22
Three times	1	11
More than three times	2	22
Setting:		
Inservice	24	86
Crime Prevention and Drug Education Staff/Inservice	2	7
Staff Development Workthop/ESC Facilitators Workshop	2	7
Participants:		
Teachers, Faculty, Staff	24	86
Drug Education Coordinators, Facilitators	3	11
Counselors and Special Services	1	3
Purpose:		
Infusion of Crime Prevention and Drug Education in Classroom	13	47
Career Education Awareness Session	11	39
Staff-training skills/teacher-developed group process skills	4	14

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* Since one respondent was leaving the ESC, she responded that she would not be using any of the activities in staff development. Her responses were, therefore, omitted.

Appendix Q

Activity(ies) Used:	N	%
Newspaper Game/Treasure Hunt and Other Games	24	55
Goal Setting/Scope and Sequence Material/ Newspaper/Resource Person	3	7
Treasure Hunt/Sample Module	11	26
Infusion Activities	5	12

Comments:

- Effective/Accepted
- Very Good/New awareness of infusion process
- Successful/favorable to ideas and materials
- Module written - appeared to be what they needed as end product this year
- One LEA wants to adopt the program. Successful with those involved with LEA's Crime Prevention and Drug Education Program.
- Very successful

2. Do you plan to use the materials in the future?

	N	%
Yes	18	90
No	1	5
Unsure	1	5

2a. If YES: Please indicate how you plan to use the materials (i.e., when, with whom, etc.).

Comments:

- As model for staff development
- In Career Education and Drug Education
- Now planning
- LEA Drug Education Coordinators meeting in October
- Infusion workshop with administrators, teachers, nurses, and counselors for Summer, 1977 through FY 77-78.
- Drug Education Summer inservice/1977-78
- Workshops with LEA staffs
- Adapt to Drug Education
- With teachers in co-op program in planning curriculum
- In training 1977-78 Drug Education Coordinators
- As requested and/or I can sell inservice
- In 1977-78 Drug Education Coordinators meetings

	N	%
3. Have you or do you plan to use the Region VII (Kilgore) drug education adaptation of the career education workshop materials?		
Yes	9	45
In Part	9	45
No	1	5
No Response	1	5
4. Have you or do you plan to develop your own drug education adaption of the career education workshop materials?		
Yes	4	20
In Part	13	65
No	1	5
No Response	2	10
5. Do you feel that any portions of the career education workshop are not adaptable or usable for staff development in the infusion process?		
Yes	0	0
No	20	100